

Ideas

Übungsvorschläge und
Arbeitsblätter für einen
aktiven Englischunterricht

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Teil 1: Übungsvorschläge

Cornelsen

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Teil 1

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Teil 2

Arbeitsblätter in Loseblattform

Vorwort

Muß Üben immer mechanisch und langweilig sein? Niemand wird bestreiten, daß es für das Erlernen einer Fremdsprache außerordentlich wichtig ist, aber leider weckt das Wort „Übung“ häufig Vorstellungen von sturem Drill und endlosem Wiederholen nicht sehr informativer Sätze. Mit etwas Phantasie und Planung lassen sich jedoch Situationen für die Verwendung der Sprache schaffen, die von den Lernenden als interessant und nützlich empfunden werden und in denen das Üben Spaß macht. Solche ansprechenden und effektiven Übungen zu schaffen, war mein Ziel. Und wenn mich mein Eindruck nicht getrogen hat, hatten die Schüler und Studenten, mit denen ich in den letzten Jahren die Übungen erprobt habe, daran ebensoviel Freude wie ich beim Entwerfen, Durchführen und Variieren.

Den ersten Anstoß zu diesem Buch gab mir vor langer Zeit John Rogers am *English Language Institute* in Wellington/New Zealand, dessen Forderung, daß Fremdsprachenlernen nicht nur bloße Vermittlung von Wörtern, Strukturen und Aussprache sein solle, mich seitdem beschäftigt hat. Im Verlauf meiner Arbeit für Schule und Hochschule wurde mir nach und nach klarer, wie die Übungen in einem solchen Fremdsprachenunterricht gestaltet werden können. Die Ergebnisse sind in diesem Buch und den dazugehörigen *Worksheets* zusammengefaßt. Bei der Konkretisierung meiner Vorstellungen geholfen haben mir Gespräche und die gemeinsame Unterrichtserfahrung mit meinen Kollegen Graham Cass und Laurence Kane. Anteil an der Fertigstellung der Übungssammlung hatten auch Gordon Parsons, der die englischen Übungsbeschreibungen kritisch gelesen hat, und Ilse Heitkamp, auf deren Sorgfalt beim Schreiben des Manuskripts immer Verlaß war. Bei ihnen allen möchte ich mich herzlich bedanken.

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Friederike Klippel

I. Aufbau, Ziele und Einsatzmöglichkeiten der Übungssammlung

Für den eiligen Leser: Angenommen, Sie haben dieses Buch mit dem Ziel in die Hand genommen, für Ihren Englischunterricht morgen früh schnell noch ein paar Anregungen zu bekommen, vielleicht sogar eine Übung zu finden, die Sie – ohne weitere Vorbereitungen – einsetzen können. Dann sollten Sie als nächstes den Abschnitt „Auswahl von Übungen“ (S. 10f.) lesen, eine oder mehrere Übungen für Ihre Lerngruppe aussuchen und sich anschließend noch den Abschnitt „Durchführung der Übungen“ (S. 11) ansehen. Vielleicht haben Sie nach dem ersten praktischen Versuch Zeit und Interesse, den Rest des Einführungskapitels zu lesen.

A. Entstehung und Aufbau der Sammlung

Das Übungsbuch ist ein Produkt aus vielen Jahren Englischunterricht im schulischen und universitären Bereich. Fast alle der aufgenommenen Übungen sind in unterschiedlichen Fassungen erprobt worden; die jeweils hier festgehaltene Form dürfte kaum die endgültige, für jede Lerngruppe optimale sein. Sie sollten daher die Übungen auch für die Bedürfnisse Ihrer Lerngruppe variieren.

Manche Übungsformen liegen zu bestimmten Zeiten buchstäblich „in der Luft“. Mehr als einmal habe ich als von mir „erfunden“ geglaubte Übungen in ähnlicher Form später in einschlägigen Veröffentlichungen entdeckt. Oft finden sich auch gleiche Übungen unter abweichenden Bezeichnungen bei verschiedenen Autoren. Übungsformen haben – ähnlich wie Lernspiele – selten einen nachweisbaren Erfinder; eine Ausnahme bilden hier die „Jigsaw Tasks“ (vgl. Kapitel 4), die erst im Anschluß an das Erscheinen des Aufsatzes von Aronson (1975) in der Literatur auftauchen. Bei Übungen, die vollständig oder in der Grundidee von anderen Autoren übernommen wurden, ist die Fundstelle angegeben; eigene Entwürfe, die ich im Nachhinein an anderer Stelle wiederfand, tragen keinen Verweis.

Die Übungen sind nach Übungstypen in dreizehn Kapitel geordnet; differenzierendes Merkmal der Übungstypen ist die vorherrschende Übungsaktivität. Natürlich gibt es Überschneidungen zwischen den einzelnen Kategorien; diese sind nicht als Komponenten einer Übungstypologie gedacht, sondern als Brennpunkte einer Übungssammlung für praktische Zwecke. Daher sollen die hier aufgenommenen Übungsformen auch bei weitem nicht alle im Fremdsprachenunterricht möglichen oder gebräuchlichen repräsentieren. Die dreizehn Übungstypen sind wiederum drei übergreifenden Aspekten zugeordnet: dem Fragen und Raten, dem Diskutieren, dem Gestalten von Situationen und Geschichten. Dadurch ergibt sich mit steigender Übungsnummer in der Regel ein Fortschreiten von relativ einfachen Übungstätigkeiten, z.B. Interviews, zu komplexen Übungsaufgaben wie Rollenspiel oder Simulation. Allerdings handelt es sich dabei nicht um eine für alle Übungen zutreffende Progression, nicht jede Übung mit niedriger Nummer ist einfach, nicht jede mit hoher Nummer komplex (z.B. mimische Rateübungen).

Jedes der dreizehn Kapitel ist in gleicher Weise aufgebaut. In der Einführung werden die Grundstrukturen der in diesem Kapitel zusammengefaßten Übungen, deren Einsatzmöglichkeiten im Hinblick auf sprachliche und evtl. pädagogische

Lernziele sowie mögliche Kombinationen mit anderen Übungen beschrieben. Weiterhin bietet die Einführung Verweise auf Veröffentlichungen, die Übungen gleichen Typs enthalten. In einer Tabelle sind die Übungen des Kapitels mit folgenden Angaben zusammengestellt:

Topic: Hier ist angemerkt, ob die Übung eher einen Persönlichkeitsbezug (*pers.* = personal) oder einen Sachbezug (*fact.* = factual) besitzt. Sind beide Möglichkeiten gegeben, tauchen beide Merkmale auf. In Kapitel 13 „Stories“ tritt noch das Merkmal Fiktion (*fict.* = fictitious) hinzu.

Level: Unterschieden wird zwischen Übungen, die ab dem Anfangsunterricht (*beg.* = beginners), ab etwa dem dritten bis vierten Lernjahr (*int.* = intermediate) und für fortgeschrittene Lernende ab dem sechsten Lernjahr (*adv.* = advanced) eingesetzt werden können. Diese Angaben können nur grobe Richtlinien sein, da das Sprachkönnen nach gleicher Lehrgangsdauer je nach Schulform bzw. Kursart, der Stundenzahl, den Unterrichtsmaterialien, dem Alter und der Motivation der Lernenden sehr unterschiedlich sein kann. Die Angabe *beg.* heißt nicht, daß diese Übung nur im Anfangsunterricht ihren Platz hat, sondern daß sie auf allen Stufen eingesetzt werden kann.

Organisation: Folgende Organisationsformen sind einzeln und in Kombination vorgesehen: *class*, d.h. die Lerngruppe arbeitet im Klassenverband zusammen; *teams*, d.h. zwei etwa gleich große Gruppen werden gebildet; *groups*, d.h. die Lernenden arbeiten in Kleingruppen bis etwa acht Mitglieder zusammen (für einzelne Übungen müssen bestimmte Gruppenstärken eingehalten werden); *pairs*, d.h. zwei Lernende üben zusammen; *indiv.* (= individuals), d.h. jeder arbeitet für sich.

Preparation: Aus dieser Rubrik können Sie ersehen, ob die Übung durch Sie vor der Stunde vorbereitet werden muß, sei es durch die Erstellung von Materialien oder die räumliche Organisation des Klassenzimmers. Ein – bedeutet, daß keine Vorbereitung nötig ist (wenn davon ausgegangen werden kann, daß eine Tafel im Klassenraum vorhanden ist und die Lernenden Papier und Schreibzeug mitführen). Ein √ bedeutet, daß Sie etwas vorbereiten müssen; was dies im einzelnen ist, wird bei der Detailbeschreibung der betreffenden Übung aufgeführt. *Part 2* bedeutet, daß es für diese Übung ein Arbeitsblatt in Teil 2 des Buches gibt, das Sie für Ihre Schüler kopieren können.

Time: Die Angaben in dieser Rubrik sind Richtwerte für den in der Übungsbeschreibung vorgeschlagenen Verlauf bei normaler Gruppengröße (ca. 20–25).

In den Detailbeschreibungen finden Sie ausführliche Angaben zu Organisation und Durchführung der Übung. Ein Sternchen (★) neben dem Übungstitel zeigt an, daß für diese Übung Arbeitsmaterial in Teil 2 vorliegt. Darüber hinaus sind für jede Übung Lernziele im Bereich der Fertigkeiten, der Elemente der Sprache und der sozial-emotionalen Erziehung angeführt. Bei den meisten Übungen werden zudem Hinweise zu ihrer Abänderung oder Ausweitung gegeben. Die Schilderung des Übungsverlaufs erfolgt in der Regel in mehreren Schritten.

Ein alphabetisches Verzeichnis aller 125 Übungen, das den Detailbeschreibungen folgt, bietet eine schnelle Orientierung über wichtige Merkmale jeder Übung, d.h. Materialien, Organisation, Dauer, Lernziele und/oder Aktivitäten. Redemittel für die in den Lernzielbeschreibungen der Übungen genannten Sprechakte sind im Anschluß an das alphabetische Verzeichnis zusammengestellt. Falls Sie es für nötig erachten, können Sie Ihren Schülern bzw. Kursteilnehmern Auszüge hieraus als Lernhilfe in die Hand geben. Das Literaturverzeichnis, das den ersten Teil des Buches abschließt, enthält neben zitierten Werken weitere einschlägige Veröffentlichungen, aus denen Sie zusätzliche Übungsideen und Begründungen für das Durchführen von kommunikativen Übungsformen entnehmen können.

Teil 2 enthält Arbeitsblätter in kopiergerechter Vorlage für 44 Übungen. Diese Übungen sind in allen Tabellen und in den Detailbeschreibungen kenntlich gemacht.

B. Pädagogisch-didaktische Grundlagen

Die 125 Übungen stellen kein Lernprogramm dar, das von Anfang bis Ende durchzuarbeiten ist. Sie sind vielmehr ein Angebot zur Ergänzung und Bereicherung des Englischunterrichts auf allen Stufen. In der Sekundarstufe I können handlungsorientierte Gruppenaktivitäten den lehrwerk- und lehrerzentrierten Unterricht auflockern; in der Sekundarstufe II bieten kommunikative Übungen Gelegenheit, Interaktion in der Fremdsprache zu erfahren und somit Fertigkeiten, die im textbezogenen Kursunterricht wenig geübt werden, zu reaktivieren. Die inhaltliche und formale Ausrichtung der Übungen läßt sich mit den Schlagworten mitteilungsbezogene Kommunikation, Lernerbezug, aktives Lernen, Kooperation und Empathie charakterisieren, die im folgenden näher erläutert werden sollen.

Der Begriff *mitteilungsbezogene Kommunikation* wurde von Black und Butzkamm (1977) geprägt und bezeichnet jene seltenen Momente des Fremdsprachenunterrichts, in denen die Fremdsprache zur Übermittlung von echten Informationen benutzt wird. Zumeist ist das beim *Classroom Discourse* der Fall, wenn Organisatorisches (z.B. Hausaufgaben, Entschuldigungen, Nachfragen zu Lehreranordnungen) geregelt wird. Zuweilen geschieht mitteilungsbezogene Kommunikation auch spontan, wenn sich Schüler und Lehrer über das Fernsehprogramm des Vorabends unterhalten oder ihre Zustimmung bzw. Ablehnung zu einem gerade gelesenen Text äußern. Den Hauptanteil des Fremdsprachenunterrichts auf der Sekundarstufe I bildet die „sprachbezogene Kommunikation“, das Einüben fremdsprachlicher Strukturen und Äußerungsmuster. Da die mitteilungsbezogene Kommunikation jedoch den späteren Ernstfall des Fremdsprachegebrauchs darstellt, sollte jede Gelegenheit genutzt werden, sie im Unterricht zu üben.

Mit Hilfe zweier Prinzipien lassen sich Übungen entwickeln, in denen notgedrungen mitteilungsbezogene Kommunikation stattfinden muß, dem *information gap* (= Informationslücke)

und dem *opinion gap* (= Meinungsunterschiede). Das Prinzip der Informationslücke besagt, daß die Übungsteilnehmer unterschiedliche Arten oder Anteile von Informationen erhalten, so daß sie sich gegenseitig informieren bzw. befragen müssen. Beispiele für solche Übungen sind die „Jigsaw Tasks“ (vgl. Kapitel 4), aber auch Ratespiele (vgl. Kapitel 3) und einige der Problemlösungsaufgaben (vgl. Kapitel 10). Ein *opinion gap*, d.h. Meinungsunterschiede zwischen den Teilnehmern, ergibt sich erstens bei der Lösung von Übungsaufgaben, in denen persönliche Interessen, Vorlieben und Wertvorstellungen jedes einzelnen eine Rolle spielen, zweitens bei dem Gespräch über eine gemeinsame Erfahrung. Übungen der ersten Art finden sich u.a. in den Kapiteln 6 „Ranking Exercises“, 8 „Values Clarification Techniques“ und 9 „Thinking Strategies“, der zweiten Art in Kapitel 7 „Discussion Games“. Die bestehenden Meinungsunterschiede können Gegenstand der Diskussion sein (z.B.: [50] Guide) oder zu beseitigendes Hindernis auf dem Wege der Konsensusfindung (z.B.: [75] Awards).

Durch Anwendung dieser beiden Prinzipien können Sie in manchen Fällen traditionelle Sprachübungen in kommunikative Übungen verwandeln. Wenn Sie sich beispielsweise Übung [11] Back to back ansehen, werden Sie merken, daß es sich hier um eine kommunikative Variante des im Anfangsunterricht beliebten gegenseitigen Beschreibens handelt. In der herkömmlichen Übung wird beschrieben, was alle sehen können (was zu Demonstrationszwecken neuen Vokabulars auch weiterhin seine Berechtigung hat), in [11] Back to back mischt sich ein Element des Ratens in die Beschreibung. Nicht alle Sprachübungen lassen sich so „aufpolieren“. Besonders die drillähnlichen Übungen, in denen das manipulative Umformen des Sprachmaterials im Vordergrund steht, eignen sich nur selten für eine Umwandlung, da es in ihnen kein Thema als Gesprächsgrundlage gibt.

Übungen, die auf dem *information gap* aufbauen, brauchen Inhalte, über die sich die Übungsteilnehmer unterhalten können. Diese Inhalte sollten nicht banal sein, sondern das Informationsbedürfnis der Lernenden stimulieren. Die durch die Übungsform geweckte Motivation kann durch die Übungsinhalte gesteigert oder verringert werden.

Ein bedeutsames Thema der Übungen ist der Lernende selbst. Seine Interessen, Meinungen und Gefühle werden ernst genommen und bilden den Angelpunkt vieler der Übungen. Dieser *Lernerbezug* entspringt verschiedenen Überlegungen: Aus sprachdidaktischen Gründen ist es zu begrüßen, wenn die Lernenden als sie selber sprechen können und nicht fiktive Rollen übernehmen müssen, denn dadurch ergibt sich eine Identifizierung der Person mit der Fremdsprache. Der Lernende erfährt, daß er über sich in der Fremdsprache Aussagen machen kann. Aus pädagogischen Gründen ist zu wünschen, daß Unterricht bildende Wirkungen hat. Diese entstehen jedoch nicht nur durch die Aneignung von Wissen und Fertigkeiten, sondern auch durch Entwicklung und bewußtes Akzeptieren eines persönlichen Wertesystems, das für die Ausbildung der Persönlichkeit von großer Bedeutung ist. Diese Entwicklung kann durch lernerbezogene Übungen und Organisationsformen, die die Lernenden in Gruppen agieren lassen, gefördert werden. Schließlich ist der Lernerbezug auch aus psychologischen Gründen zu unterstützen, da er motivierend wirkt. Anregungen zu vielen der lernerbezogenen Übungen stammen denn auch aus psychologischen und allgemein-didaktischen Veröffentlichungen der letzten Jahre (z.B. humanistische Psychologie, *Values Clarification Theory*) und wurden für den Fremdsprachenunterricht adaptiert. Gemeinsam ist den unterschiedlichen Ansätzen die Absicht, die Gesamtpersönlichkeit des Lernenden, also nicht nur seine kognitiven Fähigkeiten, in den Lernprozeß einzubeziehen.

Der Lernende muß im Lernprozeß, bei der Übung, eine aktive Rolle übernehmen. Die Übungsmaterialien müssen daher so gestaltet sein, daß sie den Übenden ansprechen und ihm *aktives Lernen* ermöglichen. Dies kann bedeuten, daß die Materialien durch Diskrepanzen und Unstimmigkeiten die Neugier der Lernenden wecken. Das Prinzip des *information gap* ist hierfür ein Beispiel. Weiterhin kann der Übungsaufbau vom Lernenden die Durchführung verschiedener Tätigkeitsarten fordern, die alle der Herstellung eines Endprodukts dienen. Beispiele für diese Art von Übung sind [120] Making a radio programme (ein Radioprogramm wird produziert) oder [15] Opinion poll (das Meinungsbild der Lerngruppe zu einem festgelegten Thema wird erforscht und dargestellt). Weitere Elemente zur Lernaktivierung sind spielerische Übungsformen (vgl. Kapitel 3, "Guessing Games"), Spaß und Phantasie (z.B. [5] Trademark, [89] Brainstorming) sowie Gruppenwettbewerb in „kleinen Dosen“ (z.B. [104] Friendly Biscuits Inc.).

Die Ausweitung der Übungsinhalte auf Bereiche, die bisher wenig mit dem Fremdsprachenlernen zu tun hatten, wie z.B. die Kreativitäts-, Denk- oder Werteerziehung, spiegelt das Konzept des Lernerbezugs und die Einschätzung des Fremdsprachenunterrichts als persönlichkeitsbildendes Fach wider. Ebenfalls zu dieser Grundhaltung zu rechnen ist das Bemühen, *Kooperation und Empathie* zu verwirklichen. Neben die betreffenden Übungsinhalte, die das Individuum betreffen, treten kooperative und partnerbezogene Übungsformen. Gerade Übungen, die auf dem Prinzip des *information gap* aufbauen, demonstrieren den Lernenden die Notwendigkeit der Kooperation. Bei den "Jigsaw Tasks" erleben die Lernenden, daß jeder einen wichtigen Beitrag zur Gesamtaufgabe zu leisten hat.

Ein anderer bedeutsamer Faktor der Kooperationserziehung ist die Einstellung des Lehrers/der Lehrerin. Ist er/sie bereit, kooperative Arbeitsformen zu fördern, sich selbst sozialintegrativ zu verhalten und den Mehraufwand bei der Vorbereitung von Gruppenarbeit zu leisten, sind die Bedingungen für kooperatives Lernen gut. Stark vom Lehrenden abhängig ist auch das Lernklima in einer Gruppe. Ganz gleich, ob es eher wettbewerbsbetont oder partnerschaftlich ist, häufig spiegeln sich darin bewußt oder unbewußt vermittelte Einstellungen des Unterrichtenden.

Obwohl diese allgemein-pädagogischen Überlegungen bei der Erarbeitung und Auswahl der 125 Übungen dieser Sammlung eine Rolle gespielt haben, stand die Zusammenstellung von *effektiven Sprachübungen* als Ziel im Vordergrund. Alle jene Übungen, in denen das Verhältnis zwischen Aufwand (d.h. Übungsvorbereitung, sprachlichem Input, Organisation und Zeit) und Ertrag (d.h. Übungsmöglichkeiten und -zeit für die Lernenden) nicht zumindest ausgewogen war, fanden trotz eventueller Vorzüge im Bereich der sozialen Lernziele keine Berücksichtigung. Die folgenden Übungen sind daher nicht als entbehrliche Zusatzaufgaben oder Lückenbüßer für Vertretungsstunden gedacht. Sie sollten jeden Englischunterricht in Transfer- und Anwendungsphasen bereichern.

Weil die Übungen wirkliche Kommunikation fordern und viele von ihnen nur dann bewältigt werden können, wenn die Übungspartner sich verständigen, eignen sich die Übungen nicht nur zur Wiederholung bestimmter Sprechakte oder Strukturen, sondern auch zum Training der sprachlichen Beweglichkeit. Die Lernenden sollen üben, die ihnen zur Verfügung stehenden sprachlichen Mittel möglichst flexibel und umfassend einzusetzen. Das Ziel, eine begrenzte Zahl von Strukturen und Vokabeln kreativ und erfolgreich zur Kommunikation zu nutzen, ist bislang zu Unrecht gegenüber dem Bemühen, den Lernenden möglichst umfassend auf alle wahrscheinlichen Sprachverwendungssituationen vorzubereiten, vernachlässigt worden.

C. Hinweise zum Einsatz der Übungen

Im folgenden finden sich Erläuterungen zu Lernklima, Lehrerrolle, Organisationsformen sowie der Auswahl und Durchführung von Übungen.

Lernklima

In vielen Übungen dieses Buches steht der einzelne Lernende im Mittelpunkt des Interesses. Er soll Auskunft geben über seine Gefühle und Vorlieben, er soll sich selbst charakterisieren oder von anderen interviewen lassen. Eine solche Offenlegung persönlicher Informationen und Empfindungen fällt nicht jedem gleichermaßen leicht. Ganz unmöglich wird sie jedoch dann, wenn die Gruppenatmosphäre schlecht ist und der Betreffende befürchten muß, sich mit seinen Eingeständen lächerlich zu machen. Voraussetzung für die Durchführung von lernerzentrierten Übungen (sie sind in den Tabellen mit *pers.* gekennzeichnet) ist daher ein entspanntes und von freundlichem Interesse füreinander getragenes *Lernklima*. Nur dann läßt sich das verwirklichen, was viele der Übungen anstreben: Kooperation und Verständnis. In neu zusammengestellten Lerngruppen oder nach einem Lehrerwechsel, wenn sich noch kein Gruppengefühl bilden konnte, ist es daher angebracht, eher sachbezogene (in den Tabellen mit *fact.* gekennzeichnete) Übungen zu verwenden. Dem Entstehen einer angenehmen Gruppenatmosphäre können Sie sowohl durch Ihr Verhalten als auch durch den Einsatz von "Warming-up Exercises" (s. Kapitel 1) und sachbezogenen Gruppenübungen (z.B. "Jigsaw Tasks", s. Kapitel 4) nachhelfen.

Selbst in einer eingespielten, miteinander vertrauten Lerngruppe kann eine bestimmte Übung, z.B. eine solche, die vom Lernenden eine Selbsteinschätzung ([6] Three adjectives) verlangt, für einzelne Gruppenmitglieder bedrohlich wirken. Sie sollten daher die eiserne Regel verkünden und befolgen: Jeder kann ohne Angabe von Gründen die Beantwortung von persönlichen Fragen verweigern, und dieses muß von der Gruppe ohne Kommentar oder Diskussion akzeptiert werden. Inwieweit einige Übungen in die Kategorien „bedrohlich“ oder „peinlich“ einzustufen sind, können Sie für Ihre Lerngruppen am besten entscheiden. Ein guter Gradmesser dafür, ob Sie eine bestimmte Übung einsetzen sollen oder nicht, ist auch Ihr Gefühl, wenn Sie sich vorstellen, an der Übung als gleichberechtigtes Gruppenmitglied teilzunehmen.

Lehrerrolle

Eine ganze Reihe von Übungen steuern sich selbst, sobald sie angelaufen sind. Sie als Lehrer/in sollten sich deshalb überlegen, wie Sie sich während der Übung verhalten. Die erste Möglichkeit besteht darin, gleichberechtigt mitzumachen. Das hat den Vorteil, daß Sie wenigstens für eine Weile aus Ihrer *Lehrerrolle* herausschlüpfen und Ihren Übungspartnern als Person gegenüber sitzen, was sich in der Regel positiv auf das Lernklima auswirkt. Natürlich dürfen Sie in dieser Situation nicht als Lehrer/in auftreten und Ihre Übungspartner ständig verbessern. Sie haben vielmehr die Gelegenheit, ein (oder einige) Mitglied(er) Ihrer Lerngruppe gezielt in seinem (ihrem) Sprachverhalten zu beobachten. Allerdings stehen Sie bei einer Übungsbeteiligung als Helfer in Schwierigkeiten oder unabhängiger Gutachter nicht mehr zur Verfügung.

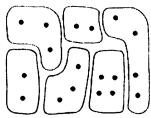
Die zweite Rolle, die Ihnen offensteht, ist die des Helfers. Bei Gruppenübungen können Sie von Gruppe zu Gruppe gehen und die jeweils auftretenden Probleme lösen helfen. Diese Rolle erlaubt es Ihnen, alle Mitglieder Ihrer Lerngruppe eine kurze Zeit in ihrem Sprach- und Sozialverhalten zu beobachten.

Schließlich können Sie sich auf die reine Beobachtung beschränken und jegliches Einhelfen oder Korrigieren unterlassen. Besonders bei "Jigsaw Tasks", wenn die Gruppenmitglieder sich untereinander einigen und organisieren sollen, ist diese Zurückhaltung empfehlenswert.

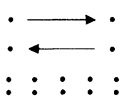
Unabhängig davon, ob Sie als Helfer oder Mitspieler agieren, sollten Sie Fehlertoleranz üben. Nur wenn Äußerungen völlig unverständlich oder unangemessen sind, ist ein Eingreifen angebracht. Im Regelfall notieren Sie sich häufig auftretende oder besonders krasse Fehler und wiederholen die entsprechenden Strukturen, Sprechakte oder Vokabeln gebündelt in einer der folgenden Stunden. Sollten die Lernenden selbst merken, daß ihnen die Sicherheit beim Gebrauch bestimmter Wendungen oder Wörter noch fehlt, sehen sie die Notwendigkeit von Auffrischungs- oder Wiederholungsübungen sofort ein. Als Hilfe zur Vermeidung von Fehlern können Sie relevante Auszüge aus der Redemitteliste (S. 69f.) für Ihre Schüler vervielfältigen und ihnen an die Hand geben.

Organisationsformen für Diskussionen

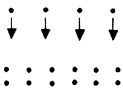
In den Übungen dieser Sammlung werden viele unterschiedliche Formen der Arbeitsorganisation verwendet. Damit es Ihnen leichter fällt, Anregungen aus diesem Bereich für Ihren übrigen Unterricht zu übernehmen, werden wichtige Formen der Organisation von Diskussionen, die sich z.B. an behandelte Themen oder Texte anschließen können, hier beschrieben:



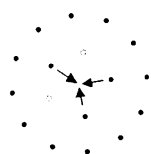
Buzz Groups (s. Cole 1970): Ein Problem wird für wenige Minuten in Kleingruppen diskutiert, die dem Plenum dann ihre Ergebnisse bzw. Ideen mitteilen.



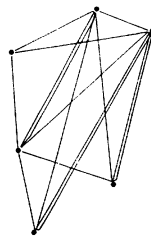
Debate: Eine Aussage bzw. Forderung (*motion*) wird von jeweils zwei Sprechern in einem festgelegten Zeitraum unterstützt und abgelehnt. Das Plenum votiert zum Abschluß über Annahme oder Ablehnung der Aussage/Forderung.



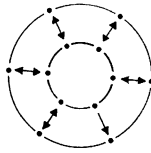
Hearing: Experten werden von einer Gruppe über ihre Meinung zu bestimmten Fragen gehört (evtl. Befragung).



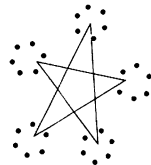
Fishbowl: Alle Gruppenmitglieder sitzen im Kreis. In der Mitte des Kreises diskutieren drei Teilnehmer, die jeweils einen vorher bekannten Standpunkt vertreten. Zusätzlich stehen zwei leere Stühle in der Kreismitte. Wenn jemand aus der Kreisgruppe meint, bessere Argumente als einer des inneren Diskussionskreises zu haben, klopft er diesem Teilnehmer auf die Schulter und tauscht mit ihm den Platz. Die beiden freien Stühle stehen ebenfalls Mitgliedern des äußeren Kreises zur Verfügung.



Network: Eine Großgruppe wird in Kleingruppen aufgeteilt. Jede Kleingruppe erhält ein Knäuel Schnur. Jeder, der etwas in der Diskussion sagt, erhält das Knäuel und behält den Faden in der Hand, wenn er das Knäuel an den nächsten Sprecher weitergibt. Nach einer gewissen Zeit zeigt das entstehende Netz, wer sich wie oft beteiligt und auf wen geantwortet hat.



Onion: Die Großgruppe teilt sich in zwei gleichstarke Kleingruppen. Es werden so viele Stühle wie Teilnehmer in einem Doppelkreis aufgestellt, so daß der äußere Stuhlkreis nach innen zeigt, der innere nach außen. Jeweils ein Gruppenmitglied des äußeren und des inneren Kreises sitzen sich also gegenüber. Nach einer gewissen Zeit setzen sich alle im äußeren Kreis einen Stuhl nach links und erhalten dadurch einen neuen Gesprächspartner.



Star: Es bestehen sechs oder fünf Kleingruppen. Jede Kleingruppe einigt sich im Hinblick auf die Übungsaufgabe und wählt einen Sprecher, der ihre Position vertreten soll. Die Sprecher verbleiben in den Gruppen und werden von ihnen unterstützt.

Market: Alle Gruppenmitglieder gehen im Raum umher und diskutieren das gestellte Problem mit wechselnden Gesprächspartnern.

Opinion Vote: Jedes Gruppenmitglied erhält Wertungskarten von 1 bis 5 (1 = agree completely bis 5 = disagree completely). Nach einer Zeitspanne der Diskussion wird durch Aufzeigen der Wertungskarten ein Meinungsbild der Gruppe erstellt.

Forced Contribution: Um sicherzustellen, daß jeder bei der Diskussion seine Meinung beisteuert, werden Nummern verteilt, die angeben, in welcher Reihenfolge sich die einzelnen Gruppenmitglieder äußern müssen.

Auswahl von Übungen

Dafür gibt es unzählige Wege, vom blinden Tippen bis zum Durchlesen des ganzen Buches. Hier sind drei Vorschläge:

1. Schlagen Sie das alphabetische Verzeichnis der Übungen auf (S. 65) und überlegen Sie, welches Auswahlkriterium für Sie zutrifft. Wollen Sie eine Übung zur Wiederholung ganz bestimmter Sprachelemente, schauen Sie die letzte Spalte durch (Lernziele – Aktivitäten). Suchen Sie etwas mit einer bestimmten Arbeitsform oder ohne Vorbereitung? Dann müssen Sie sich auf die Spalten „Organisation“ bzw. „Materialien“ konzentrieren. Haben Sie eine oder mehrere Übungen gefunden, die Ihnen möglich erscheinen, lesen Sie sich die Detailbeschreibungen durch und entscheiden Sie endgültig.

2. Wählen Sie aus dem Inhaltsverzeichnis die Kapitel aus, die Sie interessieren. Lesen Sie die Kapiteleinführungen und suchen Sie sich aus der Liste der Übungen eine oder mehrere geeignete aus.
3. Wenn Sie eine Übung für eine bestimmte grammatische Struktur oder Lernstufe suchen, können Sie sich in den Registern 2 (Grammatische Übungsinhalte, S. 68) oder 3 (Lernniveau, S. 68) schnell über die für Sie in Frage kommenden Angebote informieren.
3. Entscheiden Sie sich für eine der drei möglichen Lehrerrollen (Teilnehmer, Helfer, Beobachter) und halten Sie diese konsequent durch.
4. Geben Sie den Teilnehmern Gelegenheit, im Anschluß an die Übung Fragen zu stellen oder die Übung zu kommentieren.
5. Halten Sie die Teilnehmerkritik und Ihre eigenen Beobachtungen kurz fest. Das hilft Ihnen, die Übung bei nochmaligem Einsatz material- oder verlaufsmäßig abzuändern.

Durchführung der Übungen

Sie haben eine Übung für Ihre Lerngruppe gefunden.

1. Bereiten Sie alle notwendigen Materialien in ausreichender Menge vor.
2. Lesen Sie sich die Verlaufsbeschreibung der Übung genau durch und notieren Sie sich gegebenenfalls Stichpunkte. Überlegen Sie sich, wie Sie die Übung Ihren Schülern/Kursteilnehmern ankündigen und ob diese zusätzlich zu den Übungsunterlagen weitere sprachliche oder organisatorische Hilfen an der Tafel oder auf einem Arbeitsblatt benötigen.

Schlußbemerkung

Wenn im folgenden Lehrerinnen *und* Lehrer mit weiblichen Pronomen und Schüler *und* Schülerinnen mit männlichen Pronomen bezeichnet werden, so ist damit keinerlei Diskriminierung beabsichtigt. Es geht lediglich darum, komplizierte Formulierungen wie "him/her" oder "himself/herself" zu vermeiden. Stets sind männliche Personen ebenso wie weibliche gemeint.

II. Die Übungen

A. Questions and Answers

1. Warming-up Exercises

No	activity	topic	level	organisation	preparation	time
1	Names	pers./fact.	beg.	class	✓	5–10
2	Name circle	pers./fact.	beg.	class	–	5–10
3	Name tags	pers.	int.	indiv.	✓	10–15
4	Identity cards	pers./fact.	int.	pairs	Part 2	10–30
5	Trademark	pers.	int.	indiv.	✓	15–20
6	Three adjectives	pers.	int.	indiv./class	–	10–15
7	Stem sentences	pers.	int.	indiv.	Part 2	15–20
8	Choosing pictures	pers.	beg./int.	indiv.	✓	15–20
9	Atoms	fact.	beg./int.	class	✓	15–30
10	Groupings	pers./fact.	beg.	class/groups	Part 2	5–10
11	Back to back	pers.	beg.	pairs	–	10–20
12	Similar and different	pers.	int.	pairs	–	10–20

pers. = personal; fact. = factual; beg. = beginners; int. = intermediate; adv. = advanced; indiv. = individuals; groups = small groups; pairs = two people working together; teams = two large groups of equal size; class = everybody working together; Part 2 = material for the exercise is to be found in Part 2.

Soll eine Gruppe zusammenarbeiten, so wirkt es sich meist günstig aus, daß sich die Gruppenmitglieder gleich zu Beginn etwas näher kennenlernen. Diesem "Warmwerden" dienen die folgenden Übungen.

Eine der Voraussetzungen für eine gute Zusammenarbeit ist es, daß man die Namen der anderen Gruppenmitglieder kennt, eine weitere, daß man etwas über sie selbst und ihre Interessen weiß. Auf diese Weise können Sprechhemmungen abgebaut und partnerschaftliche Verhaltensweisen vorbereitet werden. Am häufigsten werden Sie daher "Warming-up Exercises" zu Beginn eines neuen Schuljahres oder Kurses verwenden. Wenn Sie sich selbst als Mitspieler an den Übungen beteiligen, helfen Sie Ihrer Gruppe, Sie auch als Person und nicht nur als Lehrende(n) zu akzeptieren.

Bevor jedoch eine entspannte und solidarische Gruppenatmosphäre entstanden ist, können einzelne Übungen von besonders zurückhaltenden oder gehemmten Gruppenmitgliedern als bedrohlich empfunden werden. Meistens sind dies solche Übungen, in denen ein Einzelner vor die Gesamtgruppe treten und frei etwas über sich erzählen muß (z.B. [5] Trademark). Weniger angsteinflößend wird diese Situation bereits, wenn dem Einzelnen von der Restgruppe Fragen gestellt werden. [5] Trademark können Sie in diesem Sinne variieren. Eine Verkleinerung der Gruppe – Aufteilung in Kleingruppen oder Paare – wirkt ebenfalls entspannend. Beruhigend ist für schüchterne Gruppenteilnehmer oft die Tatsache, daß alle die gleiche Aufgabe zur gleichen Zeit erfüllen müssen, so daß es jeweils nur den Übungspartner als Zuhörer gibt.

Mit Ausnahme der Übungen zum Lernen der Namen ([1] bis [3]) eignen sich viele der übrigen "Warming-up Exercises" ebenfalls zur Entspannung zwischen intensiven Arbeitsphasen. Übung [10] Groupings enthält eine große Anzahl von Ideen zur Einteilung von Gruppen, sie ist daher ein möglicher Einstieg zur Gruppenarbeit.

Viele der "Warming-up Exercises" sind vom sprachlichen Schwierigkeitsgrad her bereits mit Anfängern durchführbar, da sie nur einfache Fragen oder Aussagen erfordern. Aber auch in diesem Bereich lassen sich Übungen abwandeln und den Bedürfnissen und Kenntnissen einzelner Lerngruppen anpassen.

Als "Warming-up Exercises" können Sie auch folgende – in späteren Kapiteln beschriebene – Übungen einsetzen: [13] Self-directed interviews, [22] Most names, [43] Go and find out, [44] Find someone who ..., [77] Four corners. Weitere Anregungen finden sich u.a. in Baer/Kirchgäßner o. J., Fritz 1976, Höper et al. 1974 und Moskowitz 1978.

1	Names
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Aims:

- Skills* – speaking
- Language* – questions
- Other* – getting to know each other's names

Level: beginners

Organisation: whole class

Preparation: as many small slips of paper as there are students

Time: 5–10 minutes

Procedure:

Step 1: Each student writes his full name onto a piece of paper. All papers are collected and redistributed so that everyone receives a name of a person he does not know.

Step 2: Everyone walks around the room and tries to find the person whose name he holds. Simple questions can be asked, e.g.: "Is your name ...?" – "Are you ...?"

Step 3: When everyone has found his partner, he introduces him to the group.

Variations:

1. No direct questions of the type "Are you ...?" may be asked. Students have to find out by asking, e.g.: "Have you got more than one Christian name?" – "Does your surname end with an 'e'?" – "Are your initials F. K.?"
2. Step 3 is expanded. When everyone has found his partner, he asks him a few questions about his family, background, hobbies, etc. When he introduces him to the group, these details are mentioned as well.

2	Name circle
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Aims:

- Skills* – speaking
- Language* – statements (This is ... I'm ... That's ...)
- Other* – learning each other's names, memory

Level: beginners

Organisation: class, sitting in a circle; maximum of 25 students

Preparation: (for variation No. 2: toy animal)

Time: 5–10 minutes

Procedure:

The teacher begins by giving her name. The student sitting to the left of the teacher continues by first pointing at the teacher and saying, "This is Fred Apple/Mrs Pear/etc.", then at himself giving his own name. In this way everybody in the circle has to give the names of all the people sitting to his right before introducing himself.

Variations:

1. Those students whose names have been forgotten by the person whose turn it is, have to stand up. They may sit down again when their names are being recalled correctly.
2. A toy animal can be used to relax the atmosphere. It is handed from one person to the next in the circle and likewise introduced each time.
3. With more advanced learners more complex statements can be used, e.g. "The girl with the green pullover is Jane. The boy with the glasses sitting next to her is Jim."

3	Name tags
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Aims:

- Skills* – speaking
- Language* – questions, giving reasons, expressing likes
- Other* – getting to know each other

Level: intermediate

Organisation: individuals

Preparation: sheets of stiff paper in different colours, scissors, thick-tipped felt pens, masking tape

Time: 10–15 minutes

Procedure:

Step 1: Each student cuts out a name tag for himself in the shape and colours that he feels suit him best. He writes his name on it, fixes it to his clothes with masking tape and starts walking around the room.

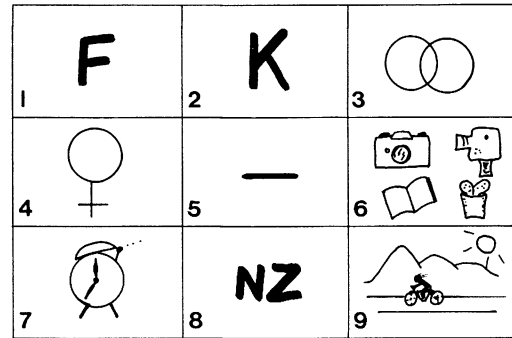
Step 2: For a few minutes all the students just walk around and look at each other's name tags. They then pick out somebody whose tag they find interesting and talk about the colour and shape of their tags. Each student should try and talk to at least five other students.

Variations:

1. After each student has made his name tag, all tags are collected and redistributed at random. Everybody fixes the "wrong" tag to his clothes on the right side of his chest. Again the students circulate and try and find the owner for the tag they are wearing. The correct tags are then fixed on the left side and a short conversation about shape and colour of the tag follows. According to the level of achievement in the group the types of questions can be varied.
2. "Mystery name tags" are used instead of proper name tags. First of all the group agrees on the type of information that should be given on the name tags. (Example: 1. First names, 2. surname, 3. marital status, 4. children,

5. pets, 6. hobbies, 7. pet hates, 8. favourite country, 9. where the person would like to be right now.) Each student now draws/writes a "mystery name tag", by encoding the information on these nine points in abbreviations or symbols.

Example:



(If you can work out this name tag you learn quite a lot about me, F. K.)

4	Identity cards	★
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Aims:

- Skills* – speaking (writing)
- Language* – questions about personal data
- Other* – introducing s.o. else to the group, getting to know each other

Level: intermediate

Organisation: pairs

Preparation: as many identity cards as there are students (see Part 2)

Time: 10–30 minutes

Procedure:

Step 1: The students are grouped in pairs (see [10] Groupings for ideas) and each of them receives a blank identity card.

Step 2: The two students of each pair now interview each other in order to fill in the blanks of the identity card.

Step 3: Each student introduces his partner to the group using the identity card as a memory aid.

Variations:

1. These partner interviews can be conducted without either identity cards or a prearranged list of questions. Then each student finds out those things from his partner which he thinks are important or interesting.
2. Alternatively, the task "Find out five things about your partner that one could not learn just by looking" can be given before the interviewing starts.
3. Each student draws a portrait onto the identity card. All cards are exhibited on the classroom wall.
4. If these interviews are done at the beginning of a course or seminar a question about individual expectations can be added.
5. With a very simple identity card this activity is suitable for beginners as well. A different card may look like this:

name	three things I like
family	
hobbies	three things I do not like
something I'd like to do	

5	Trademark
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Aims:

- Skills* – speaking
Language – giving and asking for personal information, stating likes and dislikes
Other – getting to know each other

Level: intermediate

Organisation: individuals

Preparation: overhead projector and as many transparencies as there are students, watersoluble OHP pens (alternatively: pieces of paper (A 4) and felt pens)

Time: 15–20 minutes

Procedure:

Step 1: Each student receives a blank transparency and a pen. He is asked to draw a “trademark” for himself which tells something about his personality.

Step 2: Taking turns each student places his transparency on the OHP and explains his trademark to the group. The others may ask questions.

Variations:

Instead of having each student explain his drawing, every drawing can be given a number and shown for a short time while students suggest whose trademark it could be.

Remarks:

This activity can be used both in newly formed groups as an icebreaker and in groups which have been working together for a while.

6	Three adjectives
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Aims:

- Skills* – speaking
Language – making conjectures, agreeing and disagreeing, giving reasons
Other – getting to know each other better

Level: intermediate

Organisation: individuals, class

Preparation: –

Time: 10–15 minutes

Procedure:

Step 1: On a piece of paper each student writes down three adjectives which he feels describe himself. All papers are collected.

Step 2: The teacher (or a student) reads out the papers one after the other. With each set of adjectives the group speculates who wrote them. The student concerned should be free to remain anonymous.

Variations:

This activity can also be used to assess the atmosphere in a group at a particular time. Then each student is asked to write down three adjectives which characterize his state of mind.

Remarks:

It may be advisable to revise suitable adjectives beforehand. (An extensive list can be found in Moskowitz 1978, 242ff.) The following adjectives are likely to be known after two or three years of learning English:

active, alive, angry, awful, bad, beautiful, big, black, blond, blue, boring, brown, busy, careful, cheap, clean, clever, cold, dangerous, dark, dead, deep, difficult, dirty, easy, empty, exact, exciting, expensive, fair, famous, fantastic, far, fast, fat, fit, free, friendly, funny, golden,

good, great, green, grey, happy, hard, high, hungry, ill, intelligent, interested in, interesting, international, jealous, late, left, little, lonely, long, loud, lovely, lucky, nasty, near, neat, new, nice, noisy, nosy, old, open, orange, polite, poor, pretty, quick, quiet, ready, red, right, rough, rude, short, slow, small, special, strange, strong, stupid, sweet, tall, terrible, thick, thirsty, tiny, tired, unfair, unfriendly, unhappy, warm, weak, wet, white, wild, wrong, yellow, young.

7	Stem sentences	★
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Aims:

- Skills* – reading comprehension, writing, speaking
Language – basic grammatical structures, asking s.o. to do s.th.
Other – getting to know each other better

Level: intermediate

Organisation: individuals

Preparation: one handout for each student (see Part 2)

Time: 15–20 minutes

Procedure:

Step 1: Each student receives a copy of the handout. He is asked to fill it in.

Step 2: Individual students ask others to read out certain sentences. Students may refuse if they feel their answers are too personal. A short discussion with other members of the group sharing their ideas can follow.

Variations:

1. All completed handouts are collected. Each handout is read out and its author guessed.
2. The students fix their completed handouts like name tags. Then they walk around the room and talk in pairs or small groups about their views and feelings.

Remarks:

Students are allowed to refuse to fill in sentences.

8	Choosing pictures
----------	--------------------------

Aims:

- Skills* – speaking
Language – giving reasons, expressing likes and dislikes

Level: beginners/intermediate

Organisation: individuals

Preparation: collect about three times as many different pictures (of objects, people, scenery, etc.), as there are students

Time: 15–20 minutes

Procedure:

Step 1: All pictures are put on a table. Each student chooses two: One picture of something he likes, one of something he dislikes.

Step 2: Each student shows his two pictures to the class and explains why he likes or dislikes them.

Variations:

Other selection criteria can be used, e.g. choose a picture that gives you strong feelings (positive or negative) and one that leaves you cold.

Remarks:

Suitable pictures can be found in newspapers, magazines and among one's own collection of snapshots.

Aims:

- Skills* – listening comprehension
Language – understanding instructions
Other – cooperation, speed of reaction, relaxation

Level: beginners/intermediate

Organisation: class

Preparation: a list of commands for the teacher, a radio or cassette recorder for background music. The room should be cleared of tables and chairs.

Time: 15–30 minutes

Procedure:

Step 1: The students walk around the room while the music is playing. As soon as the music is switched off the teacher gives a command, e.g. “Stand together in groups of five”. When the students have sorted themselves into groups the music continues and everybody again walks on his own, until the next command.

Possible commands: “Shake hands with as many people as possible”; “Form a group with people of roughly the same height”; “Stand together in groups of four and agree on a song you want to sing”; “Mime a scene together with at least three others”; “Find people whose birthday is in the same month as yours”; etc.

Step 2: After about five to eight commands which involve everybody the game can be finished off by calling out numbers, e.g. “seven”. That means that separate groups of seven students have to be formed. Whoever is not in a group of seven, is out.

Remarks:

Step 2 is only suitable for younger students since it involves a lot of pushing and pulling.

**Aims:**

- Skills* – listening or reading comprehension, speaking
Language – all elements
Other – dividing a class into groups

Level: beginners

Organisation: class, groups

Preparation: (see Part 2)

Time: 5–10 minutes

Procedure:

For many activities it is necessary to divide the whole class into pairs or groups. In some cases it is possible to let students find their own partners. For other exercises, however, it may be desirable that students who do not know each other well work together or that different groupings provide new stimuli. In these cases one of the following methods can be used. Since many of these incorporate the active use of the foreign language they are exercises in their own right, too. The procedure remains the same for all materials: Each student receives one item of information and has to find his partner(s) who hold(s) the remaining item(s).

1. Proverb matching (see Part 2, 10 B)

Each student receives half a proverb card and has to find the student holding the other half. Together they have to think of a story/situation which illustrates their proverb, so that the others may guess the proverb.

2. Sentence matching (see Part 2, 10 B)

3. Picture matching (see Part 2, 10 A)

4. Mini-dialogues

5. Word building

Six-letter words are scrambled and three letters of each written on a card. The two partners have to make up the word.

Example:

mmr	sue	rse	nop
-----	-----	-----	-----

6. Film title matching

Examples:

HIGH	NOON
AMERICAN	GRAFFITI

or:

WEST	SIDE	STORY
------	------	-------

 (for groups)

7. Personality matching

Examples:

WILLIAM	SHAKESPEARE
ISAAC	NEWTON
SHERLOCK	HOLMES

8. Word matching

Examples:

BUTTER	FLY
BIRTH	DAY
ICE	CREAM

9. Object matching (for groups)

Examples:

CAR	LORRY	BUS	BICYCLE
-----	-------	-----	---------

means of transport

BOWL	BASKET	BOX	BAG
------	--------	-----	-----

containers

Other possibilities are: pets, furniture, drinks, clothes, buildings, flowers, etc.

10. Country and product(s) matching

Examples:

ISRAEL	GRAPEFRUIT
--------	------------

or:

NEW ZEALAND	KIWI	LAMB
-------------	------	------

Alternatively, capitals and flags may be added for the forming of groups.

11. Job and tool(s) matching

Examples:

DENTIST	DRILL	
GARDENER	SPADE	HOE
TEACHER	CHALK	TEXTBOOK
SECRETARY	TYPEWRITER	TEAPOT

12. Families (for groups)

Examples:

MR BAKER	MRS BAKER
JIM BAKER	JANET BAKER

13. Numbers

Every player receives a number and the teacher announces groupings according to them, i.e. number 1, 3, 5, and 7 work together, etc.

No doubt there are innumerable further possibilities. These mentioned here should give the teacher some ideas. Since the material used is not thrown away, the time spent on preparing a few sets of pairing/grouping cards is time well spent.

11	Back to back
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Aims:

- Skills* – speaking, listening comprehension
- Language* – descriptive sentences (clothes, appearance), stating whether something is right or wrong
- Other* – observation, memory

Level: beginners

Organisation: pairs

Preparation: (cassette recorder with music, tape or radio)

Time: 10–20 minutes

Procedure:

Step 1: While the music is playing or the teacher is clapping, everybody is walking around the room observing other people's dress, hairstyle, etc. As soon as the music stops each student pairs up with the one standing nearest to him and they stand back to back. Taking turns, each of them makes statements about the other's appearance.

Example: Student A, "I think you're wearing blue jeans". Student B, "That's not right. My trousers are blue, but they aren't jeans", etc.

Step 2: After a few minutes the music starts again and all partners separate. When the music stops a second time, the procedure described in Step 1 is repeated with a different partner. Three or four description phases are sufficient.

Variations:

During the description a student is allowed to keep making statements as long as they are correct. As soon as he mentions something that is wrong, it is his partner's turn.

12	Similar and different
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Aims:

- Skills* – writing, speaking
- Language* – making conjectures, expressing one's opinion, agreeing and disagreeing
- Other* – getting to know someone else better

Level: intermediate

Organisation: pairs

Preparation: –

Time: 10–20 minutes

Procedure:

Step 1: The students work together in pairs (For determining pairs see ideas in [10] Groupings). Each student writes down three aspects in which he thinks that he and his partner are similar and three aspects in which he thinks they are different. He does not show his partner what he has written.

Step 2: First, both students tell each other the similar aspects and talk about where they were right or wrong, then they talk about the differences.

Remarks:

The points mentioned by the students may include obvious aspects like same height or different colour of hair, as well as more intimate characteristics like same taste in clothes and different behaviour in class.

2. Interviews

No	activity	topic	level	organisation	preparation	time
13	Self-directed interviews	pers./fact.	int.	pairs	–	10–30
14	Group interview	pers./fact.	int.	groups	–	5–15
15	Opinion poll	fact./pers.	int.	groups	Part 2	30–45
16	Guided interviews	fact./pers.	int./adv.	pairs/groups	Part 2	15–25
17	Questionnaires					
18	Interview topics					

pers. = personal; fact. = factual; beg. = beginners; int. = intermediate; adv. = advanced; indiv. = individuals; groups = small groups; pairs = two people working together; teams = two large groups of equal size; class = everybody working together; Part 2 = material for the exercises is to be found in Part 2.

Interviews sind aus unserem täglichen Leben nicht mehr wegzudenken. In der Presse, in Rundfunk und Fernsehen werden täglich berühmte oder weniger berühmte Zeitgenossen zu Wichtigem und Unwichtigem befragt. Vom Geschick des Interviewers, die richtigen Fragen zu stellen, und von der Mitteilungsfreude des Interviewten hängt der Erfolg eines Interviews ab. Beide Interviewpartner müssen einander gut zuhören, damit die bloße Befragung zu einem Gespräch werden kann.

Für den Fremdsprachenunterricht sind Interviews, die die Lernenden selbst durchführen, nicht nur deswegen nützlich, weil sie zum Zuhören zwingen, sondern auch wegen ihrer thematischen und sprachlichen Vielseitigkeit. Sobald im Anfangsunterricht die erste Frageform bekannt ist, kann interviewt werden (Can you swim?, Can you sing an English song?, etc.). Wenn jeder seinen Nachbarn befragt, sind alle gleichzeitig sprachlich aktiv. Nachdem die Lernenden die grammatischen Grundstrukturen und einen Basiswortschatz erworben haben, lassen sich die im folgenden vorgeschlagenen Interviewarten verwenden. Eine Liste mit Interviewthemen, mit Hilfe derer die Interviews abgewandelt werden können, findet sich am Ende des Kapitels. Natürlich können Sie auch völlig andere Themen wählen, die beispielsweise dem aktuellen Zeitgeschehen, dem Unterrichtsstoff oder der gemeinsamen Lektüre entstammen. In der *warming-up*-Phase eines Kurses sollten Interviewfragen eher auf Persönliches zielen, wie bei **[13]** Self-directed interviews. Ein Interview im Sinne von „Einstellungsgespräch“ findet sich in **[119]** Interview for a job.

Vor der Durchführung von Interviews sollten Sie rekapitulieren, welche Typen von Fragen Ihre Schüler bereits kennen. Evtl. können Sie zur Erinnerung einige Beispiele an die Tafel schreiben. In fortgeschrittenen Lerngruppen bietet es sich an, im Zusammenhang mit Interviews Sprechakte wie Nachfragen (Did you mean that ...? – Do you really think that ...? – Did you say ...?), Zögern (Well, let me see ...), Widersprechen (That's just not true.) oder Unterbrechen (Hold on a minute ... – Can I just butt in here?) zu üben. Bei Berichten über Interviews kann die Benutzung der indirekten Rede Lerngegenstand sein.

Da die Lernenden im normalen Unterrichtsverlauf selten Gelegenheit haben, viele Fragen zu stellen, sind Interviews ein guter Ausgleich. Wenn Sie Ihre Lerngruppe in Dreiergruppen einteilen, in denen jeweils zwei Lernende den dritten interviewen, erhöht sich die Übungszeit noch weiter. Normalerweise sollten die Lernenden Interviewfragen und -antworten zumindest stichpunktartig notieren. Bei genau-

rer Ausarbeitung von Art und Umfang der Fragen ergibt sich ein Fragebogen, zu dessen Herstellung im letzten Teil des Kapitels Hinweise gegeben werden (siehe **[17]** Questionnaires).

Interviews sind auch in anderen Übungen dieses Buches enthalten (z.B. **[4]** Identity cards, **[47]** Question and answer cards, **[114]** TV interview, **[115]** Talk show, **[120]** Making a radio programme); sie lassen sich zudem an einige weitere gut anschließen (an **[67]** Futures und alle „Values Clarification Exercises“). Weitere Anregungen zur Gestaltung von Interviews finden sich u.a. in Dubin/Margol 1977, Krupar 1973, Revell 1979.

13 Self-directed interviews

Aims:

- Skills* – writing, speaking
- Language* – questions
- Other* – getting to know each other or each other's points of view

Level: intermediate

Organisation: pairs

Preparation: –

Time: 10–30 minutes

Procedure:

Step 1: Each student writes down five to ten questions that he would like to be asked. Depending on the situation the general context of these questions can be left open, or the questions can be restricted to areas such as personal likes and dislikes, opinions about a particular topic, information about one's personal life.

Step 2: The students choose a partner, exchange question sheets and interview one another by using these questions.

Step 3: It might be quite interesting to find out in a discussion with all group members what kinds of questions were asked and why they were chosen.

Variations:

Instead of fully written-up questions each student specifies three to five topics he would like to be asked about, e.g. pop music, food, friends.

Remarks:

This activity helps to avoid embarrassment because nobody has to reveal thoughts and feelings he does not want to talk about.

14

Group interview

Aims:

- Skills* – speaking
Language – asking for and giving information
Other – group interaction

Level: intermediate**Organisation:** groups of 4–6 students each**Preparation:** –**Time:** 5–15 minutes**Procedure:**

In each group one student (he either volunteers or is drawn by lot) is questioned by all other group members.

Variations:

This activity is made more difficult and more interesting if the person interviewed is not allowed to answer truthfully. After the questioning the students should discuss how much these 'lies' revealed and what feelings the interviewed students had during the questioning.

to his questions from all the other members of his group. That means that in order to fill in his interview sheet each group member has to talk to everybody else in his group.

Step 3: The original groups reassemble to organize their data. This may involve quite a lot of discussion in the case of table or diagrams having to be drawn.

Step 4: Each group presents their results either in the form of a short talk or by putting up lists, tables, etc. on the wall (or overhead projector), so that everybody can have a look.

Step 5 (optional): When everybody in the class has been informed of the findings, questions like "Was there any result that surprised you?", "What is the most important result?", "How can we act on these results?" can be discussed.

Variations:

The opinion poll procedure can be adapted to a great number of topics. Suggestions: Shopping, Travelling, Work, Third World, Fun, Family life, Equality. Students may decide on subtopics to be given to the groups in a brainstorming phase (see [89] Brainstorming).

15

Opinion poll

**Aims:**

- Skills* – speaking, writing
Language – making suggestions, arguing, agreeing and disagreeing, asking questions
Other – planning and executing the solving of a task, cooperation, drawing up tables and lists, note taking

Level: intermediate**Organisation:** groups of 3–5 students each (all groups should have the same number of students)**Preparation:** handouts for each group (see Part 2)**Time:** 30–45 minutes**Procedure:**

Step 1: The class is divided into groups of equal size. Each group receives one topic for the opinion poll (see Part 2). These groups now follow the suggestions on the group card (Part 2) and agree on two or three questions they want to ask about their topic. Each group member prepares an interview sheet with these questions.

Example:

BREAKFAST		
What do you usually have for breakfast?		
Name	to eat?	to drink?
1.		
2.		
3.		
4.		
5.		
6. myself	porridge ham sandwich	2 cups of tea

He fills in his own answers to the questions first.

Step 2: The groups are rearranged so that there is one member from each group in each new interview group. If there were six groups (e.g. Breakfast, Drinks, Eating out, Favourite dish, Food hates, Weight-watching) with five members each, then there are five interview groups now which have six members (one from each group). Each member of the interview group has to collect the answers

16

Guided interviews

**Aims:**

- Skills* – all four skills
Language – all elements
Other – imagination

Level: intermediate/advanced**Organisation:** groups or pairs**Preparation:** handouts (see below and Part 2)**Time:** 15–25 minutes**Procedure:**

Step 1: Each group receives a handout (see below) of the answers and tries to work out the appropriate questions.

Step 2: Solutions are read out.

Variations:

Other types of guided interviews can be developed by specifying the question forms that have to be used or the topics to be examined about. Some examples of interview guiding (worksheets) for pair work are given in Part 2.

Interview

Here are twelve answers given in an interview. Think of questions that fit these answers and decide what kind of person the interviewed man/woman is.

- Yes, I did.
- This is quite true.
- No. Gardening.
- I can do either, but I prefer the first.
- I can't answer that question.
- Frogs and snakes.
- New Zealand, Iceland or Malta.
- As often as possible, but I'm not very good at it yet. I need to find someone with whom I can practise.
- I don't care which.
- I wouldn't be able to distinguish one from the other.
- Never.
- That was the nicest thing that ever happened to me.

17 Questionnaires

Students can work out their own questionnaires by using one of the following types of questions or stimuli.

Type A

questions about frequency

Example:

How often do you read a daily paper?

choose appropriate answer

never	rarely	sometimes	often	every day
			x	

Type B

statements

Example:

Girls are more easily frightened than boys.

choose degree of agreement

disagree strongly	disagree somewhat	do not agree or disagree	agree somewhat	agree strongly
		x		

Type C

question/statement

Example:

You have just taken off from Heathrow airport, when the Captain welcomes you on board. The Captain is a woman.

choose one of the given answers/reactions

- ☐ You are pleased that women can become pilots at last.
- ☐ You feel frightened.
- ☐ It does not bother you one way or the other.
- ☐ You write a letter of complaint to the airline and tell them that you will never fly with them again.

Type D

yes/no questions

Example:

Would you support a strike in your firm?

choose appropriate answer

yes	no	don't know

Type E

statements in which blanks have to be filled in

Example:

Being a mother is the ... job in the world.

Type F

questions to be answered

Example:

Who do you think is going to be the next Prime Minister in Britain?

18 Interview topics

Smoking
 Quality of life
 Old and young under one roof
 One-parent families
 Weather
 Handicapped people
 The best teacher I ever had
 Keeping fit
 The right to die
 Illness
 Minorities
 Changing jobs
 Moving house
 Letter-writing
 Favourite films
 Eating out
 Clothes
 Plans and ambitions
 Pets
 Saving things
 Old and new things
 Private and public transport
 Wildlife protection
 Hunger
 Loneliness

3. Guessing Games

No	activity	topic	level	organisation	preparation	time
19	What is it?	fact.	int.	class	Part 2	5–15
20	A day in the life	pers./fact.	int.	groups	–	15–20
21	Packing a suitcase	pers./fact.	int.	class	–	5–10
22	Most names	fact.	int.	indiv.	✓	15–25
23	Lie detector	pers.	int.	groups	–	10–15
24	Coffeepotting	fact.	beg./int.	groups	✓	10–15
25	What's in the box?	fact.	int.	pairs	✓	10–30
26	Definitions	fact.	int.	class/teams	✓	10–20
27	New rules	fact.	int.	groups	–	15–25
28	Hidden sentence	fact.	adv.	indiv./teams	✓	20–30

pers. = personal; fact. = factual; beg. = beginners; int. = intermediate; adv. = advanced; indiv. = individuals; groups = small groups; pairs = two people working together; teams = two large groups of equal size; class = everybody working together; Part 2 = material for the exercises is to be found in Part 2.

Ratespiele kennt jeder. Nicht nur Kindern macht es Spaß zu raten, wie man an populären Fernsehsendungen sieht. Eine Erklärung für die Beliebtheit von Ratespielen bietet die Spielstruktur: Zufall und Können (des richtigen Fragens) spielen bei dem Finden der Lösung eine Rolle. Der Spieldausgang bleibt lange ungewiß, was die Spannung erhöht. Die Grundregel für Ratespiele ist einfach: einer weiß etwas, was ein anderer herausfinden möchte. Wie dies im einzelnen geschehen soll, bestimmen die Zusatzregeln. Sie legen beispielsweise Zahl und Art der Fragen fest und definieren, was im Spiel erlaubt ist. Das zu Erratende kann von Spiel zu Spiel sehr unterschiedlich sein: etwas Ausgedachtes, ein Gegenstand, der nur von einem Spieler gesehen werden kann, ein verpackter Gegenstand, ein Geräusch, ein Wort, eine Tätigkeit – und vieles mehr.

Weil der Ratende mit seinen Fragen tatsächlich etwas herausfinden möchte, handelt es sich bei Ratespielen um Situationen mit echter Kommunikation. Solche Situationen sind für den Fremdsprachenunterricht wichtig. In Ratespielen ist die Kommunikation zudem mit Spaß und Spannung verknüpft.

Bevor Sie mit Ihrer Lerngruppe ein neues Ratespiel versuchen, überlegen Sie, ob alle für das Spiel notwendigen Vokabeln und Strukturen bekannt sind. Notfalls kann in einem Probedurchgang Vergessenes aufgefrischt und an der Tafel festgehalten werden; durch ein solches „Vorspiel“ werden auch die Spielregeln demonstriert. Eine weitere notwendige Überlegung betrifft die gruppenmäßige Organisation des Spiels, von der es abhängt, wieviele Teilnehmer sprachlich aktiv (auch als Zuhörende) sein können; die folgenden Ratespiele verdeutlichen unterschiedliche Organisationsformen. Falls Sie ein Ratespiel als Team-Wettbewerb durchführen, ist es zuweilen nötig, den Wettbewerbsgeist der Schüler etwas zu bremsen. Versuchen Sie ihnen zu zeigen, daß Spielen auch unabhängig vom Punktesammeln Spaß machen kann.

Spiele leben von der Veränderung. Erfinden Sie neue Regeln für bekannte Spiele. Warum sollte man beim Berufern nur die Nein-Anworten zählen? Versuchen Sie es mal umgekehrt. Sie können festlegen, daß der Befragte mit jeder zweiten Antwort lügen darf oder daß er die Fragen je nach „Treffericherheit“ bewertet, sie jedoch nicht beantwortet. Aus einer Spielidee lassen sich durch neue Regeln sehr viele neue Spiele entwickeln.

Wenn Ihnen keine neuen Regeln einfallen, werfen Sie einen Blick in Bücher mit Gesellschafts- oder Kinderspielen. Vieles läßt sich auf den Fremdsprachenunterricht übertragen. Natürlich enthalten die einschlägigen Spielesammlungen für den Fremdsprachenunterricht ebenfalls immer eine Reihe von Ratespielen (siehe u.a. Chamberlin/Stenberg 1976, Lee 1979, Wright et al. 1979). Hinweise und Begründungen für den Einsatz von Spielen im Englischunterricht bieten Klippel (1980) und Rixon (1981).

19	What is it?	★
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Aims:

- Skills* – speaking
- Language* – questions, making conjectures, expressing uncertainty, giving reasons
- Other* – fun

Level: intermediate

Organisation: class

Preparation: transparencies for the overhead projector (see Part 2) with line drawings

Time: 5–15 minutes

Procedure:

The teacher puts a transparency with a complicated line drawing on the OHP, which is not in focus (check position beforehand!), so that only a blurred image can be seen. The students guess what the drawing could represent, e.g.: “I think it could be a room.” – “I’m not quite sure, but the object on the left looks like a chair.” – “Is the round thing a lamp?” – “Perhaps the long shape is a person. It’s got two legs.” etc.

Variations:

1. Instead of home-made drawings, cartoons could be used (if a photocopier which prints onto plastic is available).
2. Instead of having the OHP out of focus, a sheet of cardboard with cut-out "windows" at strategic points covers the picture. One "window" after the other is "opened".
3. Points can be awarded not only for correct guesses but also for correct sentences.

20	A day in the life
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Aims:

- Skills* – speaking, (writing)
Language – statements, asking about events (yes/no questions), simple past tense
Other – cooperation

Level: intermediate**Organisation:** groups of 4–6 students each**Preparation:** –**Time:** 15–20 minutes**Procedure:**

Step 1: The class is divided into groups. One member of each group leaves the room.

Step 2: The remaining group members decide on how the person who is outside spent the previous day. They draw up an exact time schedule from 8 a.m. to 8 p.m. and describe where the person was, what he did, who he talked to. So as not to make the guessing too difficult, the "victim's" day should not be divided into more than six two-hour periods.

Step 3: The people who waited outside during Step 2 are called in and return to their groups. There they try and find out – by asking only yes/no questions – how they spent the previous day.

Step 4 (optional): When each "victim" has guessed his fictitious day, the group tries to find out what he really did.

21	Packing a suitcase
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Aims:

- Skills* – speaking
Language – conditional
Other – imagination

Level: intermediate**Organisation:** class versus two students**Preparation:** –**Time:** 5–10 minutes**Procedure:**

Step 1: Two students are asked to leave the room. The rest of the class agrees on a person (either somebody from the class itself or a well-known person) the two students have to guess.

Step 2: The two students are called in again. They ask individual students what things (objects, qualities, characteristics) they would pack into the suitcase of the unidentified person. Both students can discuss possible solutions amongst themselves. They are allowed three guesses and must not take longer than three minutes.

Variations:

1. The roles of questioning and answering could be reversed so that the two students ask, e.g.: "Peter, would you pack a sense of humour?" (This way of playing the game would, however, reduce the amount of language practice for the class.)
2. The two students could agree on a person to be guessed by the class.
3. The game can be played as a competition in groups. One group thinks of the person to be guessed. Each of the groups has to discuss questions and strategies beforehand, because they are only allowed one question or one guess per turn. The group which guesses correctly first decides on the next mystery person.

22	Most names
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Aims:

- Skills* – speaking
Language – yes/no questions
Other – mixing in the group, group interaction

Level: intermediate**Organisation:** individuals

Preparation: about three times as many name tags with the names of famous people written on them as there are students, masking tape (or safety pins)

Time: 15–25 minutes**Procedure:**

Step 1: Without letting the student see the tag, the teacher fixes a name tag to each student's back with masking tape.

Step 2: The students circulate around the room. They have to find out by asking yes/no questions "who" they are. They are not allowed to ask more than three questions of one person. As soon as somebody has found out who he is, he tells the teacher. If he is correct he receives a new name tag. The student who has most name tags on his back – that is, has guessed "his" different personalities most quickly in a given time (20 minutes) – is declared the winner.

Remarks:

A list with suitable names is to be found in [56] Personalities (I). Many more can be added from current affairs at the time and when the background of the students is known.

23	Lie detector
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Aims:

- Skills* – speaking
Language – asking questions, giving reasons
Other – observation

Level: intermediate**Organisation:** groups of 4–7 students each**Preparation:** –**Time:** 10–15 minutes**Procedure:**

Step 1: The students are divided into groups (see [10] Groupings for ideas). One member of each group leaves the room. In their absence the groups decide on a set of 5 to 8 questions they want to ask this student. These can be either more personal (e.g.: "What do you feel about corporal punishment?") or more factual questions (e.g.: "How many legs has a spider got?").

Step 2: The students who waited outside return to their groups. They have to answer all questions, except one, truthfully; in one case they may lie. The rest of the group has to decide which answer was the lie. They have to give reasons for their opinion. The student tells them if they were right.

24 Coffeepotting

Aims:

- Skills* – speaking
- Language* – questions, giving evasive answers
- Other* – fun

Level: beginners/intermediate

Organisation: two groups of different size (one group should have one third of the total number of students, the other two thirds)

Preparation: chairs arranged in two rows facing each other

Time: 10–15 minutes

Procedure:

Step 1: The groups sit down facing one another. Then the teacher without letting the others see it shows all members of the smaller group a piece of paper with an activity (e.g. reading or skiing) written on it.

Step 2: The members of the bigger group now have to guess this activity. In their questions they use the substitute verb “to coffeepot”, e.g.: “Is coffeepotting fun in winter?” Both yes/no questions and wh-questions are allowed, but not the direct question “What is coffeepotting?” The students in the smaller group are allowed to give evasive answers, though they should basically be correct. Each person in the smaller group is questioned by two members of the other group.

Step 3: As soon as a student from the guessing group thinks he has found the solution, he tells it to the teacher and – if correct – joins the answering group. The game is finished when the original numbers of the groups (one third to two thirds) have been reversed.

25 What’s in the box?

Aims:

- Skills* – speaking
- Language* – questions, explaining the use of an object the name of which one does not know
- Other* – fun, vocabulary building

Level: intermediate

Organisation: pairs

Preparation: as many small containers (cigar boxes, tobacco tins, etc.) as there are students, one little object (safety-pin, stamp, pencil-sharpener) is inside each container

Time: 10–30 minutes

Procedure:

Each student works together with a partner (see [10] Groupings for ideas). One student from each pair fetches a box and looks inside so that his partner cannot see what the box contains. The second student has to guess the object.

If the names of the objects are not known a piece of paper with the name (and the pronunciation) written on it is also placed in the box. When the first student is quite sure his partner has guessed the object correctly (by describing its function or appearance) he tells him the name. The second student then fetches a box and lets the other one guess.

26 Definitions

Aims:

- Skills* – speaking
- Language* – declarative sentences (definitions), new words
- Other* – imagination, vocabulary building

Level: intermediate

Organisation: class or teams (if there are more than 20)

Preparation: dictionary (English – English)

Time: 10–20 minutes

Procedure:

Step 1: One student is asked to leave the room. The remaining students choose a word from the dictionary the meaning of which they do not know. The word is written on the blackboard. Each of the students now thinks of a definition for the word, only one student memorizing the dictionary definition.

Step 2: The student is called back in. Having been shown the word he asks individual students for their definitions. He can also ask additional questions about the (fictitious) meaning of the word. When he has listened to all (or some) definitions he says which one in his opinion is correct.

Variations:

Several unknown words are chosen and their correct definitions presented in random order. Words and definitions have to be matched.

Remarks:

Students can be made aware of derivations of certain words from other languages they know or from other words they have learnt.

27 New rules

Aims:

- Skills* – speaking
- Language* – questions, discussion skills
- Other* – observation

Level: intermediate

Organisation: groups of 5–7 students each

Preparation: –

Time: 15–25 minutes

Procedure:

Step 1: The class is divided into groups. Each group agrees on a rule that has to be followed in subsequent group conversations. (Examples: Nobody is allowed to speak before he has scratched his head. Or: Questions addressed to one member of the group are always answered by the right-hand neighbour. Or: Nobody is allowed to use the words “yes” and “no”.)

Step 2: The groups now send one of their members as a “spy” to another group. Each group now talks about a given topic, e.g.: What I like about our town. The “spies” can ask questions and participate in the general conversation in order to find out the new rule of their group. The group members react to the “spy’s” contributions only as long as he does not violate the new rule.

Step 3: As soon as a spy thinks that he has discovered the new rule he returns to his group, where another group member is dispatched as spy to another group.

Step 4: After a given time (15 minutes) all spies return to their groups. A general discussion follows about the difficulties of discovering the new rules and of keeping to them.

Aims:

- Skills* – speaking, listening comprehension
Language – all elements
Other – free conversation, guiding the conversation towards certain topics

Level: advanced**Organisation:** teams, individuals**Preparation:** cards with sentences (as many as there are students), topic cards**Time:** 20–30 minutes**Prodedure:**

Step 1: Two teams are formed. Two students, one from each team, come and sit at the front of the class. Each student draws a sentence card. They do not show their sentences either to each other or to their teams.

Step 2: The teacher draws a topic card and announces the topic. The two students now start off a conversation on this topic. They each have the task to guide the conversation in such a way that they can use the sentence on their card in suitable context without anybody noticing it. Both teams listen attentively and try to guess the “hidden sentence” of the student from the other team. If they think they hear it, they shout “Stop!” and repeat the

sentence. If they are correct, they score a point. If they are wrong, the game continues. Each team is allowed to shout “Stop!” twice during each round. The conversation continues until three (or five) minutes are up. For the next round two new students from each team come to the front. Scoring can be organized as follows:

Correct guess of the hidden sentence: 1 point

Use of hidden sentence by student without detection: 1 point

Failure to use sentence: minus 1 point

This means that each team can gain 2 points in each round, if they detect the opponent’s hidden sentence and if their own team member uses his sentence undetected.

Suggestions for sentences:

I really think it’s old-fashioned to get married.

But I like children.

I’ve never been to Tokyo.

My mother used to bake a cake every Sunday.

The most dangerous thing you can do in rush-hour traffic is ride a bike.

Bus fares have gone up again.

Modern art is fascinating, I think.

I hate spinach.

Suggestions for topics:

Pollution; Watching TV; Family life; Travelling; Fashion; Keeping fit.

4. Jigsaw Tasks

No	activity	topic	level	organisation	preparation	time
29	Same or different?	fact.	int.	class/pairs	Part 2	15–20
30	Twins	fact.	int.	pairs	Part 2	5–10
31	Partner puzzle	fact.	int.	pairs	Part 2	10–15
32	What are the differences?	fact.	int.	pairs	Part 2	5–10
33	Ordering	fact.	int.	pairs	✓	10–15
34	Town plan	fact.	int.	pairs	Part 2	10–15
35	Weekend trip	fact.	int./adv.	groups	Part 2	30–45
36	Strip story	fact.	int.	class	✓	15–30
37	Information search	fact.	int.	groups	Part 2	10–15
38	Messenger	fact.	int.	groups	✓	10–15
39	Jigsaw guessing	fact.	int.	indiv./groups/class	Part 2	5–15
40	Getting it together	fact.	int./adv.	groups	Part 2	20–45

pers. = personal; fact. = factual; beg. = beginners; int. = intermediate; adv. = advanced; indiv. = individuals; groups = small groups; pairs = two people working together; teams = two large groups of equal size; class = everybody working together; Part 2 = material for the exercises is to be found in Part 2.

“Jigsaw Tasks” bauen auf dem Prinzip des *jigsaw puzzle* auf, das jedoch in einem Aspekt abgeändert ist, denn jeder Schüler erhält einen anderen Teil der Gesamtinformation. Die einzelnen Teile müssen von den Schülern „zusammengesetzt“ werden, um die Lösung, z.B. eine Geschichte, zu erhalten. Bei “Jigsaw Tasks” ist jeder Schüler gleichermaßen wichtig, da jeder ein für die Lösung notwendiges Puzzleteil besitzt. Insofern stärken “Jigsaw Tasks” Kooperation und gegenseitige Anerkennung in der Lerngruppe (vgl. Aronson et al. 1975). Für das Fremdsprachenlernen sind diese Übungen besonders gut geeignet, weil in ihnen die Fremdsprache als Verständigungsmittel zur Lösung der gemeinsamen Aufgabe benutzt wird. Jeder Lernende berichtet der Gruppe das, was er weiß, und gemeinsam versucht man, die einzelnen Informationsstücke zusammenzusetzen. Das *jigsaw*-Prinzip läßt sich auf unterschiedliche Textarten und -inhalte anwenden: die Puzzleteile können u.a. Abschnitte aus einem Sachtext, Einzelbilder einer Bildgeschichte oder Sätze eines narrativen Textes sein (siehe u.a. [36] Strip story, [37] Information search).

Eine abgewandelte Form der “Jigsaw Tasks” sind Partnerübungen (z.B. [29] Same or different?, [32] What are the differences?), in denen Bilder verglichen werden. Aber auch bei diesen Übungen ist das zentrale Merkmal der *information gap*, der zu Kooperation und Gespräch zwingt.

“Jigsaw Tasks” fordern von den Lernenden die Bewältigung von zweierlei Situationen in der Fremdsprache. Zum einen muß jeder die ihm gegebenen Informationen verstehen (Hör- bzw. Leseverstehen) und den anderen wiedergeben können (hierbei wird den Schülern die Wichtigkeit einer deutlichen Aussprache einsichtig); zum zweiten müssen die Schüler den Lösungsprozeß selbst organisieren, also Vorschläge machen, zustimmen oder widersprechen können. “Jigsaw Tasks” sind daher im allgemeinen erst ab dem dritten Lernjahr einsetzbar, wenn Grundkenntnisse in Lexik und Grammatik vorhanden sind. Eine Reihe von Übungen in diesem Kapitel fordert das genaue Beschreiben von Gegenständen oder Szenen (z.B. [31] Partner puzzle, [34] Town plan) und eignet sich daher gut als Wiederholungsübungen zu Präpositionen und Adjektiven.

Viele der Übungen dieses Kapitels verlangen Partner- oder Gruppenarbeit. Wenn die Schüler nicht daran gewöhnt worden sind, im Englischunterricht auch im Gespräch miteinander die fremde Sprache zu benutzen, kann es auf die-

sem Gebiet beim erstmaligen Einsatz von “Jigsaw Tasks” zu Schwierigkeiten kommen. Dann empfiehlt es sich, einige der als Partnerübungen gedachten Aufgaben (z.B. [33] Ordering) als Teamübungen durchzuführen und dabei wichtige Redemittel einzuüben.

Die in Teil 2 enthaltenen Arbeitsblätter zu einzelnen Übungen sollen Ihnen als Anregung zur Herstellung weiterer Materialien dienen. Fast alle Zeitschriften bringen Strichzeichnungen, die beispielsweise für [32] What are the differences? Verwendung finden können. Wenn Sie selber fotografieren, können Sie entsprechende Bilder (z.B. Stilleben mit den gleichen Gegenständen in leicht veränderter Position) leicht selbst anfertigen. Texte als Übungsgrundlage für [36] Strip story sind in Lehrbüchern oder Textsammlungen enthalten.

Einige der “Problem Solving Activities”, nämlich [104] Friendly Biscuits Inc. und [105] Baker Street, sind ebenfalls “Jigsaw Tasks” im weiteren Sinne. Weitere Anregungen finden sich u.a. in Byrne/Rixon 1979, Gibson 1975, Kimball/Palmer 1978, Nation 1977, Omaggio 1976, Stanford/Stanford 1969 und Thomas 1978.

29	Same or different?	★
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Aims:

- Skills* – speaking, listening comprehension
- Language* – describing something exactly
- Other* – Cooperation

Level: intermediate

Organisation: class, pairs

Preparation: one copy each of handout A for half the students, handout B for the other half (see Part 2)

Time: 15–20 minutes

Procedure:

Step 1: The class is divided into two groups of equal size and the chairs arranged in two circles, the inner circle facing outwards, the outer circle facing inwards, so that two students of opposing groups sit facing each other. All students sitting in the inner circle receive handout A. All students in the outer circle receive handout B. They do not show each other their handouts.

Step 2: Each handout contains eighteen little drawings; some are the same for A and B, some are different. By describing the drawings to each other and asking questions the two students in each pair have to decide whether the drawing is the same or different, and mark it *S* or *D*. The student who has got a cross next to the number of the drawing begins by describing it to the other student. After 3 drawings all students of the outer circle move to the chair on their left and continue with a new partner.

Step 3: When all drawings have been discussed, the teacher reads out the solution.

Variations:

The material can be varied in a lot of ways. Instead of pictures, other things could be used, e.g. synonymous and non-synonymous sentences, symbolic drawings, words, and drawings.

(idea from Nation 1977)

30	Twins	★
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Aims:

Skills – speaking, listening comprehension
Language – describing a picture exactly

Level: intermediate

Organisation: pairs

Preparation: one copy each of handout A for half the students, handout B for the other half (see Part 2)

Time: 5–10 minutes

Procedure:

Each student works together with a partner (for ideas on how to select partners see [10] Groupings). One student of each pair receives a copy of handout A, the other a copy of handout B. They do not let their partner see their handout. By describing their pictures to each other and asking questions, the students have to determine which picture out of their group of pictures corresponds with the one on their partner's handout.

Remarks:

If the teacher produces a number of cardboard folders which each contain a set of instructions and picture sheets (A and B) in separate envelopes, all students can work on different tasks at the same time and exchange folders in order to work out more than one set.

31	Partner puzzle	★
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Aims:

Skills – speaking
Language – describing the position of puzzle pieces
Other – cooperation

Level: intermediate

Organisation: pairs

Preparation: The picture in Part 2 has to be copied as many times as there are students. Half of the photocopies have to be cut apart along the lines and put into separate envelopes.

Time: 10–15 minutes

Procedure:

Each student works together with a partner. One student of each pair receives the complete picture which he must not show to his partner; the other student gets the puzzle pieces. The first student now has to tell the second how to arrange the pieces. Neither is allowed to see what the other is doing.

Remarks:

If the teacher produces a number of cardboard folders (or big envelopes) with different pictures prepared in this way, students can exchange their tasks after completion.

32	What are the differences?	★
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Aims:

Skills – speaking
Language – describing a picture exactly
Other – cooperation

Level: intermediate

Organisation: pairs

Preparation: a copy each of the unchanged picture A (see Part 2) for half the students, copies of the changed picture B (see Part 2) for the other half.

Time: 5–10 minutes

Procedure:

Step 1: Each student works together with a partner. One student receives a copy of the unaltered picture, the other a copy of the picture with alterations. By describing their pictures to one another and asking questions they have to determine how many and what differences there are between them. They are not allowed to show their picture to their partner.

Step 2: When they think they have found all differences they compare pictures.

Remarks:

If the teacher produces a number of cardboard folders (or big envelopes) with different pictures prepared in this way, students can exchange their tasks after completion.

(idea from Byrne/Rixon 1979, 22)

33	Ordering	
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Aims:

Skills – speaking
Language – describing situations/actions shown in pictures, making suggestions
Other – cooperation

Level: intermediate

Organisation: pairs

Preparation: a comic strip (or picture story) of at least four pictures is cut up, and the pictures pasted in random order on two pieces of paper, so that each sheet contains half the pictures. Half the students receive one set of pictures each, the other half, the other.

Time: 10–15 minutes

Procedure:

Step 1: The students work together in pairs. Each partner has half the pictures of a comic strip. First, each student describes his pictures to his partner. They do not show each other their pictures.

Step 2: They decide on the content of the story and agree on a sequence for their total number of pictures. Finally, both picture sheets are compared and the solution discussed.

Remarks:

If the teacher prepares a number of picture sequences in this way, students can exchange materials after completion of one task.

34	Town plan	★
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Aims:

- Skills* – speaking
Language – giving directions
Other – cooperation

Level: intermediate

Organisation: pairs

Preparation: one town plan in two versions giving different pieces of information (see Part 2)

Time: 10–15 minutes

Procedure:

Step 1: The students work together in pairs. Each partner receives a copy of the town plan, version A for the first student, version B for the second. The students ask each other for information which is missing in their plan, i.e. the names of some streets, the location of certain buildings. They always have to describe the way to these places, starting at the point indicated on the map.

Step 2: Each student asks the other for directions from one point to another, e.g.: “How do I get from the station to the cinema?”

Variations:

Instead of exchanging information and thus constructing the same town plan, each student can fill in the missing street names and buildings himself which in turn have to be discovered by his partner, e.g.: “I want to go to the cinema. Can you tell me the way?”

35	Weekend trip	★
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Aims:

- Skills* – speaking
Language – making suggestions, asking for and giving information, agreeing and disagreeing, expressing likes and dislikes
Other – cooperation, finding a compromise

Level: intermediate/advanced

Organisation: groups of 6–8 students

Preparation: each group receives several copies of the map (see Part 2) and a set of information cards (see Part 2)

Time: 30–45 minutes

Procedure:

Step 1: The first task of each group is to collect all the information and mark it (where necessary) in the master copy of the map. The members of each group either come forward and report on individual aspects mentioned on their information cards or they are questioned in turn.

Step 2: The groups now have to work out a timetable and itinerary for a weekend trip into the area shown by the map. They are told: “It is Friday afternoon (5 p.m.) and you have just arrived at Beachton. You are staying the night at a small hotel. Your landlady would like to know as soon as possible whether you will stay on for Saturday and Sunday night. Work out a plan for the weekend (till Monday morning, when you have to leave Beachton at 10 a.m.) that you all agree on. Decide where you would like to go, where you would like to stay, what you would like to do and see.”

Step 3: Each group presents its plan for the weekend trip.

Variations:

1. The task can be varied by imposing a number of different constraints, e.g.:

- It is not allowed to spend more than a certain amount of money (then information cards with fares, prices of accommodation and tickets etc. have to be prepared).
- Certain places have to be visited (the map is divided into four squares and places in three of those have to be included in the itinerary).
- Only certain types of transport may be used in combination with types of accommodation (e.g. bicycle – youth hostel, train/bus – hotel, car – bed and breakfast, walking – camping).

2. The trip need not be planned so as to satisfy all members of the group which may break up into subgroups. At least two people should plan together, though.

3. Each group can work out suggestions for weekend trips (including transport, accommodation and prices) to be offered to the other groups who have to choose.

Remarks:

The map can be used for a lot of other language activities like planning school bus routes, deciding on the location of a holiday camp / car factory / nature reserve, writing of a tourist brochure, planning of a motorway, etc.

36	Strip story	
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Aims:

- Skills* – speaking
Language – making suggestions, expressing one's opinion, asking for confirmation
Other – cooperation

Level: intermediate

Organisation: class

Preparation: a story with as many sentences as there are students. Each sentence is written on a separate strip of paper.

Time: 15–30 minutes

Procedure:

Step 1: Each student receives a strip of paper with one sentence on it. He is asked not to show his sentence to anybody else but memorize it within two minutes. After two minutes all strips of paper are collected again.

Step 2: The teacher briefly explains the task: “All the sentences you have learnt make up a story. Work out the correct sequence without writing anything down.” From now on the teacher should refuse to answer any questions or give any help.

Step 3: The students present the sequence they arrived at. A discussion follows on how everybody felt during this exercise.

Variations:

1. Instead of a prose text a dialogue is used.
2. The task involves the solution of a puzzle for which each student holds a vital piece of information.

(see Gibson 1975)

37	Information search	★
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Aims:

- Skills* – speaking, listening comprehension
Language – asking for and giving information, making conjectures, saying that something is right or wrong, agreeing and disagreeing
Other – cooperation

Level: intermediate

Organisation: groups of 6–8 students

Preparation: information cards which contain different pieces of information, one card per student (see Part 2), one question card per group

Time: 10–15 minutes

Procedure:

Step 1: Each group receives a set of cards (as many information cards as there are students, one question card). One of the group reads out the task and the question(s) from the question card. Then they share the pieces of information from their information cards.

Step 2: By comparing statements from the different cards they try to pick out the pieces of false information, and write these on a separate piece of paper. Then they answer the question and discuss possible solutions.

Remarks:

If the teacher prepares different sets of material similar to that presented in Part 2, groups can swap tasks after the completion of the first one.

38	Messenger
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Aims:

- Skills* – speaking, listening comprehension
- Language* – describing something exactly
- Other* – cooperation

Level: intermediate

Organisation: groups of 3–4 students

Preparation: Lego blocks or tangram pieces (one set of material for the teacher and one for each group)

Time: 10–15 minutes

Procedure:

Step 1: Before the class starts the teacher builds something out of Lego blocks and covers it with a cloth. When groups have been formed and building materials have been distributed, each group sends a messenger to the teacher's table to look at the thing the teacher has built.

Step 2: Each messenger reports back to his group and tells them how to go about building the same thing. The messengers are not allowed to touch the Lego blocks or to demonstrate what is to be done. The group can send the messenger to have a second look at the teacher's table. When all the copies are finished they are compared with the original.

Variations:

Instead of Lego blocks, arrangements of Tangram pieces or other objects and drawings can be used.

39	Jigsaw guessing	★
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Aims:

- Skills* – speaking
- Language* – making suggestions
- Other* – fun, cooperation

Level: intermediate

Organisation: individuals/groups/class

Preparation: one question/puzzle for each student, the solution of which renders a word (see Part 2)

Time: 5–15 minutes

Procedure:

Step 1: Each student receives a piece of paper with a question or puzzle. The solution to each question is a word.

Step 2: All students in one group exchange words and try to make a new word out of the first letters of all the individual words in the group.

Step 3: As soon as the group words have been formed, they are written on the blackboard. The first letters of all the group words give the solution.

Remarks:

The puzzles in Part 2 are meant for 7 groups of 4 students each. The group solutions are 1: **Year** (Yawn, Eat, Accident, Ride), 2: **Apple** (Afternoon, Pear, Postman, Like, Elephant), 3: **Desk** (Dear, Eleven, Song, Knife) 4: **Into** (Indian, Name, Tea, Old), 5: **Lamp** (Love, Answer, Moon, Pen), 6: **Over** (Orange, Valley, End, Rich), 7: **Hand** (Happy, Australia, New, Difficult).

The first letters of the group words form **Holiday** (read backwards from group 7 to 1).

40	Getting it together	★
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Aims:

- Skills* – speaking
- Language* – discussing, reporting on s.th., describing one's feelings
- Other* – cooperation, seeing a problem as a whole

Level: intermediate/advanced

Organisation: groups of 5 students

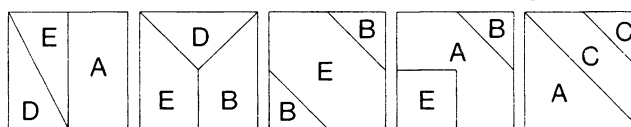
Preparation: one envelope with cardboard pieces per student (see Part 2)

Time: 20–45 minutes

Procedure:

Step 1: Each student receives an envelope. In each group there should be one envelope marked A, one B, one C, one D, and one E. At a given signal, each student takes out his pieces. The aim of the group is to form five cardboard squares of exactly the same size. Every student may pass a piece of card to another but he may not reach out and take one. No talking or any kind of communication is allowed during this phase. A student may refuse to take a piece of card which is given to him.

Step 2: These five squares can be made from the pieces:



As soon as a group runs into serious difficulties or as soon as some squares have been formed, the teacher stops the exercise and asks the students to report what happened in their groups. She should encourage students to talk about their feelings, about their urge to communicate.

Variations:

The class can be divided into players and observers, so that a few groups of five students do the exercise, while some try to observe their behaviour. This may help the discussion later on.

Remarks:

A large part of this exercise does not involve talking or any kind of communication at all. The discussion, however, is usually very stimulating and intensive. Since both cooperation and communication – issues stressed in this book – are central to the exercise, it seems right to include it.

(see Learning for Change 1977, 79)

5. Questioning Activities

No	activity	topic	level	organisation	preparation	time
41	What would happen if ...?	fact.	int.	class	✓	10–15
42	Question game	fact./pers.	int.	groups	Part 2	15–30
43	Go and find out	fact./pers.	int.	indiv./class	Part 2	15–30
44	Find someone who ...	fact./pers.	int.	indiv./class	Part 2	10–20
45	Something else	pers.	int.	indiv./groups	–	10–20
46	Ageless	pers.	int.	groups/class	✓	10–20
47	Question and answer cards	fact.	int.	pairs	Part 2	10–15

pers. = personal; fact. = factual; beg. = beginners; int. = intermediate; adv. = advanced; indiv. = individuals; groups = small groups; pairs = two people working together; teams = two large groups of equal size; class = everybody working together; Part 2 = material for the exercises is to be found in Part 2.

In diesem Kapitel sind Übungen zusammengestellt, in denen – ebenso wie in den Übungen der ersten vier Kapitel – das Stellen von Fragen im Mittelpunkt steht, die sich jedoch keiner der bisherigen Arten von Aufgabenstellung („Warm-up Exercises“, Interviews, Ratespiele, „Jigsaw Tasks“) eindeutig zuordnen lassen. Die hier versammelten Übungen sind daher von recht unterschiedlicher Ausrichtung. Zum ersten gibt es Übungen, die sich an die humanistische Psychologie anlehnen ([45] Something else, [46] Ageless) und einen starken Bezug zur Person jedes einzelnen Schülers haben, da in ihnen Einstellungen, Selbsteinschätzungen und Wertvorstellungen erfragt werden. Zum zweiten finden sich ein Vorschlag zur Bearbeitung landeskundlicher Themen ([47] Question and answer cards) sowie ein Fragespiel ([42] Question game). Den Hauptanteil der Übungen bilden jedoch solche Arbeitsaufgaben, die sich sowohl zur Aufarbeitung eines Sachthemas als auch zum besseren Kennenlernen der Schüler untereinander einsetzen lassen. Die in Teil 2 aufgeführten Arbeitsblätter können Sie dementsprechend abwandeln. Viele dieser Übungen sind nicht nur thematisch, sondern auch von ihrer Struktur her flexibel. Durch das Einführen von bestimmten Regeln, z.B. Begrenzung der Zahl der Fragen oder der Fragezeit, können Sie sie zu Spielen machen.

Sobald die Schüler Entscheidungs- und W-Fragen im Englischen beherrschen, was gewöhnlich am Ende des ersten Lernjahres der Fall ist, können Sie die meisten dieser Übungen durchführen. In vielen Fällen hängt die Entscheidung über die frühestmögliche Verwendung vom Schwierigkeitsgrad der Arbeitsblätter ab. Hierbei können Sie beliebig variieren. Aus motivationspsychologischen Gründen sollten thematisch oder verlaufsmäßig ähnliche Übungen nicht direkt aufeinander folgen, so z.B. [43] Go and find out, und [44] Find someone who ...

Weitere Übungen, in denen das Fragenstellen gefestigt wird, finden sich in den Kapiteln 1 bis 4. Viele Anregungen zu Übungen, die den Grundsätzen der humanistischen Psychologie folgen, bringt Moskowitz 1978.

41	What would happen if ...?
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Aims:

- Skills* – speaking
Language – if-clause, making conjectures, asking for confirmation
Other – imagination

Level: intermediate

Organisation: class

Preparation: about twice as many slips of paper with an event/situation written on them as there are students

Time: 10–15 minutes

Procedure:

Every student receives one or two slips of paper which carry sentences like these: “What would happen if a shop gave away its goods free every Wednesday?” – “What would you do if you won a trip for two to a city of your choice?” One student starts by reading out his question and then asks another student to answer it. The second student continues by answering or asking a third student to answer the question of the first student. If he answered the question he may then read out his own question for somebody else to answer. The activity is finished when all questions have been read out and answered.

Variations:

The students can prepare their own questions. Some more suggestions:

What would happen ...

- if everybody who told a lie turned green?
- if people could get a driving licence at 14?
- if girls had to join the army as well?
- if men were not allowed to become doctors or pilots?
- if children over 10 were allowed to vote?
- if gold was found in your area?
- if a film was made in your school?
- if headmasters had to be elected by teachers and pupils?
- if smoking was forbidden in public places?
- if the price for alcohol was raised by 300 percent?

Or:

What would you do ...

- if you were invited to the Queen’s garden party?
- if a photograph of yours won first prize at an exhibition?
- if your little sister aged 14 told you she was pregnant?
- if you saw your teacher picking apples from her neighbour’s tree?
- if a salesman at your door tried to sell you a sauna bath?
- if your horoscope warned you of travelling when you want to go on holiday?
- if it rained every day of your holiday?
- if you got a love letter from somebody you do not know?
- if you found a snake under your bed?
- if you got lost on a walk in the woods?
- if you were not able to remember numbers at all?
- if somebody hit a small child very hard in your presence?

- if you found a £20 note in a library book?
- if your friend said she did not like the present you gave her?
- if you suddenly found out that you could become invisible by eating spinach?
- if you broke an expensive vase while you were baby-sitting at a friend's house?
- if a young man came up to you, gave you a red rose and said that you were the loveliest person he had seen for a long time?
- if you noticed that you hadn't got any money on you and you had promised to ring your mother from a call box at exactly this time?
- if you could not sleep at night?
- if you invited somebody for dinner at your home but cannot cook?

42	Question game	★
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Aims:

- Skills* – speaking, reading comprehension, listening comprehension
- Language* – questions and answers
- Other* – getting to know each other

Level: intermediate

Organisation: groups of 6 students

Preparation: two dice of different colours, a question board (see Part 2) and ten (or fifteen) question cards (see Part 2) for each group

Time: 15–30 minutes

Procedure:

Step 1: Each group receives dice, question board and question cards. The question cards are put face down next to the numbers 1 to 5 on the question board. Each student in the group is given a number from 1 to 6.

Step 2: Taking turns, each student throws the dice. One dice indicates the question to be asked (the one on top of the pile of question cards next to the number thrown) the other, the person who must answer it. If the “question-dice” shows a six, the person whose turn it is may ask a question of the student whose number was cast with the “student-dice”. The exercise is finished when everybody has answered every question.

Variations:

1. Students can prepare different questions.
 2. Instead of personal questions others concerning subjects or topics taught in class can be chosen.
- (idea adapted from Baer/Kirchgäßner)

43	Go and find out	★
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Aims:

- Skills* – speaking (writing)
- Language* – asking for and giving information
- Other* – getting to know each other, relaxation, losing inhibitions

Level: intermediate

Organisation: individuals/class

Preparation: a different task for each student (see Part 2), a list with all the names on for each student (in big classes)

Time: 15–30 minutes

Procedure:

Step 1: Each student receives a task and a list with all the names of the other students (in small groups where students know each other the name list is not necessary).

Step 2: Each student now asks everybody else according to his task. He writes the answers down, and crosses off the names of the people he has asked.

Step 3: When everybody has finished asking, each student reads out his question/task and reports his findings.

Variations:

1. The types of tasks can be varied according to the background, age and interests of the group.
2. Two or three students can be given the same task.

Remarks: A similar exercise is [15] Opinion poll.

44	Find someone who ...	★
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Aims:

- Skills* – speaking
- Language* – questions
- Other* – getting to know each other

Level: intermediate

Organisation: individuals/class

Preparation: handout (see Part 2) (it should contain roughly as many sentences as there are students)

Time: 10–20 minutes

Procedure:

Step 1: Each student receives a handout. Everyone walks around the room and questions other people about things on the handout. As soon as somebody finds another student who answers “yes” to one of the questions, he writes his name in the space behind and goes on to question someone else, because each name may only be used once. If a student overhears somebody answering “yes” to another person's question he is not allowed to use that name as well. After a given time (15 minutes) or when someone has filled in all the blanks, the questioning stops.

Step 2: Some students read out what they found out. They can preface their report with: “I was surprised that XY likes ...”, “I never thought ...”.

45	Something else	
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Aims:

- Skills* – speaking
- Language* – conditional
- Other* – thinking about oneself, getting to know each other, imagination

Level: intermediate

Organisation: individuals or groups (in large classes)

Preparation: –

Time: 10–20 minutes

Procedure:

The teacher explains the basic idea of the activity: “Suppose you weren't you but something else entirely, e.g. an animal or a musical instrument. Just think what you would like to be and why, when I tell you the categories.” Possible categories are: colours, days of the week, kinds of weather, musical instruments, months, countries, cities, articles of clothing, songs, kinds of fruit, flowers, kinds of literature, pieces of furniture, food, toys, etc.

Variations:

Something else can also be played as a guessing game: Two students are asked to leave the room while the rest of the class agree on a person to be guessed. When the two students are called back in they ask questions such as: "What would the person be if he was an animal/a colour/a building/a landscape/a piece of music/a musical instrument/a flower?", etc. From the answers, characteristics of the person can be deduced and his identity guessed. If the person to be guessed is present he can comment on the comparisons made, e.g.: "I was surprised that ..." – "I don't see myself as ..." – "Being compared to ... was quite startling/disappointing/flattering/embarrassing ..."

Remarks:

Since the insights gained in this activity can be quite unsettling for the people concerned, it should only be organised in groups which show a friendly, supportive atmosphere.

(idea adapted from Moskowitz 1978, 68–69)

46	Ageless
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Aims:

- Skills* – speaking
- Language* – questions about one's age and feelings about age
- Other* – talking and thinking about oneself

Level: intermediate

Organisation: groups or class (if not more than 15 students)

Preparation: questions about age, one list of questions for each group (see below)

Time: 10–20 minutes

Procedure:

Each group/the class talk about age guided by the following questions: "What do you like about your present age? What did you like about being younger? What will you like about being 5/10/30 years older? What will you like about being elderly? What is the ideal age? Why? What

could you say to someone who is not happy about his age? Do you often think about age/growing old/staying young? Does advertising influence your feelings?"

Variations:

The questions can be distributed to different students, who ask the other members of the class/of their groups when it is their turn.

Remarks:

This exercise works well if the students have known each other for a while and a friendly, supportive atmosphere has been established.

(adapted from Moskowitz 1978, 92–93)

47	Question and answer cards	★
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Aims:

- Skills* – speaking
- Language* – formulating questions
- Other* – learning something about English-speaking countries

Level: intermediate

Organisation: pairs

Preparation: one card per student (see Part 2)

Time: 10–15 minutes

Procedure:

The students work together in pairs. They question each other alternately about the things specified on their cards. (If several cards have been distributed each pair of students exchanges cards with another after having answered all the questions.)

Variations:

1. Each student receives a different card and has to find his partner before he can start with the questions.
2. The students make up their own cards about subjects dealt with in class. For this they should use the second type of cards (see Part 2) which does not give answers.

Remarks:

Other examples for guided questioning are to be found in **16** Guided interviews.

B. Discussions and Decisions

6. Ranking Exercises

No	activity	topic	level	organisation	preparation	time
48	Rank order	pers.	int./adv.	indiv.	Part 2	15–20
49	Qualities	pers./fact.	int.	indiv./groups/class	–	10–20
50	Guide	fact.	int./adv.	groups	Part 2	15–30
51	Priorities	pers./fact.	int./adv.	indiv./groups	Part 2	15–20
52	Desert island (I)	fact.	beg./int.	pairs/class	–	10–20
53	NASA game	fact.	int./adv.	indiv./pairs	Part 2	10–15
54	Values ladder	pers.	adv.	indiv.	–	15–20
55	Looking for a job	fact.	int./adv.	groups	Part 2	20–40
56	Personalities (I)	pers./fact.	beg.	indiv.	–	10–15
57	Insurance	pers.	int./adv.	teams	✓	30–40
58	Good teacher	pers./fact.	int./adv.	indiv.	Part 2	15–20
59	Job prestige	pers./fact.	int./adv.	pairs	–	15–20

pers. = personal; fact. = factual; beg. = beginners; int. = intermediate; adv. = advanced; indiv. = individuals; groups = small groups; pairs = two people working together; teams = two large groups of equal size; class = everybody working together; Part 2 = material for the exercise is to be found in Part 2.

In einer "Ranking Exercise" muß der Lernende eine vorgegebene Anzahl von Gegenständen, Aussagen oder Situationen in eine Rangordnung bringen, die seinen Vorlieben bzw. Einstellungen entspricht. Die von den Lernenden erstellten Ranglisten werden verglichen und diskutiert. Die situativen Rahmen für diese Ranglisten können sehr unterschiedlich sein. So ist der Schüler bei [49] Qualities aufgefordert, sich über die relative Bedeutung menschlicher Eigenschaften Gedanken zu machen und somit seine eigenen Wertvorstellungen darzulegen, während er bei [53] NASA game ein fiktives Problem aus der Weltraumfahrt bewältigen muß, wobei Allgemeinwissen und Phantasie vonnöten sind. Für die meinungsbezogenen Rangübungen wie [49] Qualities gibt es daher auch keine allgemeingültigen Lösungen. Im Gegenteil, es ist zu hoffen, daß in der Diskussion der verschiedenen persönlichen Ranglisten starre Vorurteile in Frage gestellt sowie Toleranz und Verständnis geweckt werden.

"Ranking Exercises" eignen sich gut zur Übung von argumentativen Sprechakten wie Zustimmung, Vergleichen, Widersprechen, eine Gegenmeinung vertreten, Gründe anführen. Da es sich bei dem Gespräch über die individuell aufgestellten Ranglisten um das Diskutieren echter Meinungsverschiedenheiten handelt, werden die genannten Sprechakte in einer voll-kommunikativen Situation verwendet. Der Zwang zur gedanklichen und sprachlichen Auseinandersetzung mit den Meinungen der anderen wird noch stärker, wenn die Gruppe die Auflage bekommt, eine gemeinsame Rangliste zu erarbeiten.

Für die meisten "Ranking Exercises" bieten sich folgende Verfahren zur Durchführung an: Die Schüler erfahren zunächst die Aufgabenstellung. Dies kann mündlich (Lehrervortrag) oder schriftlich (Arbeitsblatt) geschehen. Für die weitere Arbeit bestehen verschiedene Möglichkeiten:

1. Jeder Schüler arbeitet für sich und erstellt eine Rangliste. Diese Listen werden anschließend in Paaren, Kleingruppen oder der Gesamtgruppe verglichen und diskutiert.
- Oder 2. Nachdem jeder Schüler eine Rangliste aufgestellt hat, setzen sich die Schüler in Kleingruppen zusammen und einigen sich auf eine Gruppenliste (diese sollte durch Diskussion, nicht durch Mehrheitsbeschlüsse zustandekommen), die sie anschließend gegenüber den anderen Gruppen im Plenumsgespräch verteidigen.

Oder 3. Auf die Phase der individuellen Arbeit folgen Diskussionen in Gruppen wachsender Größe (2 → 4 → 8), wobei in jedem Stadium eine gemeinsame Rangliste gefunden werden soll.

Oder 4. Nach der Erarbeitung der persönlichen Ranglisten setzen sich Schüler mit gleicher oder ähnlicher Meinung zusammen und suchen möglichst viele Argumente, die ihre Auffassung unterstützen. Anschließend folgt eine Plenumsdiskussion.

Es empfiehlt sich, für die erste Phase – die Erstellung der persönlichen Rangliste – eine Zeitbeschränkung festzusetzen, da die Arbeitszeiten sonst sehr stark differieren.

Zwischen "Values Clarification Techniques" (s. Kapitel 8) und den "Ranking Exercises", die auf die Offenlegung von individuellen Meinungen zielen, bestehen viele Gemeinsamkeiten. Übungen aus diesen beiden Kapiteln lassen sich daher gut kombinieren. Weitere Anregungen für Übungen dieser Art finden sich u.a. in Howe/Howe 1975, Papalia 1976, Rogers 1978, Simon et al. 1972.

48	Rank order	★
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Aims:

- Skills* – reading comprehension, speaking
- Language* – expressing likes and dislikes, giving reasons, expressing certainty and uncertainty
- Other* – thinking about one's own values

Level: intermediate/advanced

Organisation: individuals (pair and group work also possible)

Preparation: handout (see Part 2)

Time: 15–20 minutes

Procedure:

Step 1: Each student receives a copy of the handout. He is asked to fill it in according to the instructions. It should be stressed that everybody is not only asked to state his first choice but to number all choices in order of preference (10 minutes).

Step 2: When all the items have been ranked students share their results with their neighbour (in a large class) or with the whole class. Depending on the interests of the participants this step can lead to a discussion by individual members of the group of what is considered important.

Variations:

If the questions suggested in Part 2 are considered to be too personal for a particular group of learners, alternatives can easily be found in topics treated in class, e.g. pollution, social problems, political attitudes.

Remarks:

Because of the personal character of the questions selected for the handout it is very important to create a supportive and friendly atmosphere within the group. During Step 2 students should be encouraged to help each other accept themselves and become aware of their values rather than criticise or condemn each other's attitudes. It should be perfectly acceptable for a student to refuse the disclosure of his answer if he feels shy or insecure.

49	Qualities
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Aims:

- Skills* – speaking
- Language* – describing personal qualities, stating preferences, asking for and giving reasons, contradicting; comparative and superlative
- Other* – thinking about one's own values as regards other people

Level: intermediate

Organisation: individuals (Step 1), groups of 3 or 4 students (Step 2), whole class (Step 3)

Preparation: –

Time: 10–20 minutes

Procedure:

Step 1: The teacher presents the group with the following list, either writing it on the blackboard, the overhead projector or distributing it as a handout:

- be reliable
- be a good listener
- be strong
- be honest
- be intelligent
- be generous
- be cautious
- be funny
- be stubborn
- be helpful

Each student should think about how important he considers each quality. He then rearranges the list in order of importance, starting with the most important quality.

Step 2: Students sit together in small groups and talk about their ranking of the qualities. A group consensus should be aimed at.

Step 3: The whole class aims to find a ranking order for the qualities which everyone agrees on (optional).

Variations:

The same procedure can be followed for different lists, which have been adapted to group interests and the age of the students. Suggestions: reasons for wanting/keeping a pet, things to make a holiday worth-while, qualities a good car should have, reasons for watching TV, qualities of good parents/friends/politicians/scientists/nurses/doctors/etc.

50	Guide	★
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Aims:

- Skills* – speaking
- Language* – arguing, giving and asking for reasons, defending one's opinion, contradicting, making suggestions
- Other* – cooperation

Level: intermediate/advanced

Organisation: small groups of 3 to 5 students each (even number of groups)

Preparation: handout (see Part 2)

Time: 15–30 minutes

Procedure:

Step 1: The class is divided into an even number of small groups. Half of these groups receive copies of the handout. The other half are orally presented with the same situation but have to find ten places themselves without being given a list to choose from. Both kinds of groups should reach an agreement after 10 to 15 minutes of discussion.

Step 2: Each group elects a speaker who is to defend the solution arrived at by his group. All speakers meet in the middle of the room ("fishbowl arrangement", see Introduction) and in turn present their results. In the ensuing discussion, a common solution about the choice of places (if not their sequence) should be attempted.

Variations:

1. The same procedure can be adopted with all groups receiving the handout and the same task.
2. An intermediate step could be introduced to enable all groups working on the same task to discuss strategies for the "fishbowl phase".
3. The handout can also be used in ways described for **48** Rank order.

Remarks:

In multinational groups it may be difficult to go beyond Step 1. In that case it may be more profitable to ask people from similar cultural backgrounds to work together and present their results to the whole group. Differences between solutions can then be discussed in class.
(idea adapted from Rogers 1978)

51	Priorities	★
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Aims:

- Skills* – reading comprehension, speaking
- Language* – giving and asking for reasons
- Other* – thinking about an everyday situation, preparing for general discussion of compulsory education

Level: intermediate and advanced

Organisation: individuals, groups of 3–5 members each

Preparation: handout (see Part 2; twice as many copies as there are students)

Time: 15–20 minutes

Procedure:

Step 1: Each student receives a copy of the handout and is asked to rank the items in order of importance from 1 to 12. The rank number for each item should be entered into both boxes. When everybody has finished (after about 5 minutes), all strips marked CHECK are torn off and

collected by the teacher. She calculates the total rank of each item by adding up all rank numbers given. The item with the lowest number is considered by most students the most important one, the one with the highest number the least important.

Step 2: Meanwhile the students are given a new handout, and they sit down in small groups and attempt to find a common ranking of the twelve items. Group results are then compared with the overall result of individual ranking.

Variations:

1. Step 2 can be omitted and a general discussion can follow Step 1 directly.
2. Different questions can be worked on in the same way.

(adapted from an idea by Baer 1977)

52	Desert island (I)
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Aims:

- Skills* – speaking
Language – giving and asking for reasons, making suggestions, agreeing and disagreeing, if-clauses
Other – imagination, fun

Level: beginners, intermediate

Organisation: pairs, whole group

Preparation: –

Time: 10–20 minutes

Procedure:

Step 1: The teacher tells the class about the situation and sets the task: “You are stranded on a desert island in the Pacific. All you have got is the swim-suit and the sandals you are wearing. There is food and water on the island but nothing else. Here is a list of things you may find useful. Choose the eight most useful items and rank them in order of their usefulness.

- box of matches
- a magnifying glass
- an axe
- a bottle of whisky
- an atlas
- some metal knitting-needles
- a transistor radio with batteries
- a nylon tent
- a camera and 5 rolls of film
- ointment for cuts and burns
- a saucepan
- knife and fork
- 20 metres of nylon rope
- a blanket
- a watch
- a towel
- pencil and paper

Work together with a partner. You have 8 minutes.”

Step 2: Some students present their solutions and defend their choice against the arguments of others.

Variations:

1. To enhance the fantasy character of the exercise more exotic and apparently useless items can be chosen for the original list. This will force the students to find new ways of using items, e.g. a bottle can be used as a bottle post, a mirror as a signalling device.
2. Other procedures, i.e. the “star-method” or the “buzz-group-system” can be used instead of the two steps suggested here (cf. Introduction).
3. Students could be asked to provide material for other situations themselves. Example: “For a bet you will have

to spend 3 weeks at a lonely cottage on the Scottish moors completely on your own. Which six of these things would you like to take along and why?”

Remarks:

There is, of course, no “correct” solution to the task in this exercise. It is to be seen as a rather lighthearted activity which could help provide an element of imagination and fun in the foreign language class.

53	NASA game	★
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Aims:

- Skills* – speaking
Language – giving and asking for reasons, expressing certainty and uncertainty, making objections
Other – general knowledge

Level: intermediate and advanced

Organisation: individuals, pairs

Preparation: handout (see Part 2)

Time: 10–15 minutes

Procedure:

Step 1: Each student is given the handout and asked to rank the 15 items.

Step 2: He then compares his solution with that of his neighbour and they try to arrive at a common ranking.

Step 3: The results of Step 2 are discussed and compared to the solution provided by the teacher.

Solution

1. two 50 kilo tanks of oxygen (for breathing)
2. 20 litres of water
3. stellar map of the moon’s constellation (for finding directions)
4. food concentrates
5. solar-powered FM receiver/transmitter
6. 20 metres of nylon rope (useful for tying injured and for climbing)
7. First Aid kit
8. parachute silk (protection against the sun)
9. life-raft (for self-propulsion across chasm)
10. signal flares
11. two .45 calibre pistols (sound signal)
12. one case of dried milk
13. portable heating unit (useful only if party landed on dark side of moon)
14. magnetic compass (no magnetic poles on the moon)
15. box of matches (useless, no atmosphere)

(idea taken from Rogers 1978)

54	Values ladder
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Aims:

- Skills* – listening comprehension, speaking
Language – expressing personal insights and conjectures, giving reasons, simple past tense
Other – thinking about one’s own spontaneous reaction, discovering personal values

Level: advanced

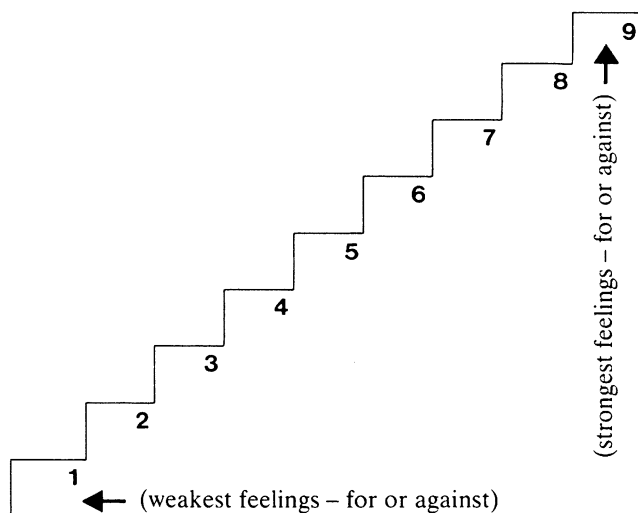
Organisation: individuals

Preparation: –

Time: 15–20 minutes

Procedure:

Step 1: The students are asked to draw a flight of nine steps on a piece of paper.



The lowest step is meant to symbolize the weakest emotional reaction – either positive or negative –, the highest step the strongest one.

Step 2: The teacher presents a series of statements (see below) which call for value judgments by the students. Each statement is characterized by a keyword. After the reading of each statement the students enter the keyword on their values ladder according to the strength of their reaction. The teacher does not read the next item until everybody has entered the keyword on their ladder. Students may change the position of their keywords when new items have been read or rearrange all nine keywords at the end.

Step 3: At this stage the students should think about why they made the ranking they did. They are expected to describe their reactions to individual items.

Statements

A group of young people engage in shop-lifting as a kind of sport. When they are caught they defend their actions by pointing out that shop-owners make high profits anyway. (*shop-lifting*)

Some students want to do something for the conservation of nature. They meet regularly and go for walks in the country in order to observe wildlife. (*conservation*)

A group of women have started to boycott certain products which they believe are heavily contaminated by chemicals, antibiotics and pesticides. They have formed a collective to sell organically grown health food. (*food collective*)

A doctor regularly cheats on his income tax but gives all the money he saves to a hospital in the African bush. (*income tax*)

Some poor students use the local buses without paying fares. When they are caught they pay the fines. They say that this is still cheaper than paying for tickets. (*bus fare*)

An American couple living in Fiji publish a book that shows how the lives of the Fijians have been changed by tourism. They distribute the books to all schools in Fiji. (*Fiji*)

Some young people in Britain design colourful car stickers and buttons against the destruction of our world by technology and science. (*stickers*)

A group of lawyers in Germany set up an office to provide free legal aid to foreign refugees wanting to apply for political asylum in Germany. (*legal aid*)

A newspaper reporter finds out that a manufacturer of fruit juice is mixing dangerous chemicals into his product. His report on the factory is suppressed by his paper when the manufacturer threatens to withdraw his advertisements. (*fruit juice*)

Variations:

1. Instead of verbal items, cartoons, photographs or pictures can be used.
2. All items – their number may be reduced or increased – can be given to the students on a handout. They could then write each keyword on a small slip of paper and move the slips about on the ladder in order to rank them.
3. In a less formal classroom context the ladder can be drawn onto the floor with chalk and students asked to stand on the step that corresponds with their strength of reaction. Thus the distribution of different reactions is made visible and can trigger off discussion at each stage.
4. The topical slant of the items can be varied according to the interests of the class, the educational intentions of the teacher, etc.

55	Looking for a job	★
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Aims:

- Skills* – reading comprehension, speaking
Language – arguing, reacting to other people's statements (agreeing/disagreeing, contradicting, criticizing, doubting, defending one's position/giving in)
Other – cooperation, role taking

Level: intermediate and advanced

Organisation: group work (3–5 members) as preparation for "fishbowl discussion"

Preparation: handout (see Part 2) for each group

Time: 20–40 minutes

Procedure:

Step 1: The handout is distributed to the groups and the task explained. Each group imagines that they are members of the local council who have to select somebody from the four applications that have been submitted for the vacant post of social worker at Fairview Estate. As a first step the groups decide on their criteria for selection, based on the advertisement and the background information on the handout as well as their own judgment. They then discuss the four applicants and rank them according to their suitability (10–15 minutes).

Step 2: Each group selects a speaker who is to explain and defend the choice of his group. All group speakers meet in the middle of the room to discuss the applicants. If one of the other members of the group feels that he/she has got some better way of arguing the group's position he/she may replace the speaker of his/her group. Unless a consensus has been reached amongst the speakers after a given time (15 minutes) a vote is taken by all the participants.

Variations:

The activity could be continued with a role play. See **119** Interview for a job.

56	Personalities (I)
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Aims:

- Skills* – speaking
Language – giving reasons, making comparisons
Other – imagination, general knowledge

Level: beginners

Organisation: individuals

Preparation: –**Time:** 10–15 minutes**Procedure:**

Step 1: The teacher writes the following list of (20–30) names on the board or the overhead projector. He asks the students to select those six personalities who they would like to invite to their classroom to give a talk and rank them in order of preference. They write their choices in the correct order on a piece of paper. All papers are collected.

Mahatma Gandhi	Miss Piggy
Mao Tse Tung	Elvis Presley
William Shakespeare	Liv Ullmann
Queen Elizabeth I	Johann Sebastian Bach
Karl Marx	David Copperfield
Alfred Hitchcock	Frank Sinatra
Margaret Thatcher	Naomi James
Muhammad Ali	Charles Dickens
Buffalo Bill	Walt Disney
John Travolta	Winston Churchill
Ronald Reagan	Fidel Castro
Erica Jong	

Step 2: When the final list for the whole group has been compiled students who selected the most popular personalities are asked to explain their choice.

Variations:

The activity could be continued with the students writing out interview questions they would like to ask the person of their choice.

Remarks:

As the list of names to be given to the students is obviously very dependent on the cultural background and the age group of the students concerned, the names mentioned here can only be tentative suggestions. The teacher will be far more successful in devising a list which is geared towards her students' knowledge and interests.

Health Policy £60
Popularity Policy £30
Intelligence Policy £40
Beauty Policy £40
Marriage Policy £30
Wealth Policy £60
Longevity Policy £60
Accident-Free-Life Policy £50
Satisfaction Policy £60
Stardom Policy £60

Friendship Policy £60
Self-Fulfilment Policy £50
Fun Policy £40
Adventure Policy £30
Career Policy £50
Love Policy £60
Sexual Fulfilment Policy £50
Patience Policy £30
Happy Family Policy £40
Joy-of-Living Policy £30

Step 2: Insurance brokers and clients sit facing each other. Each client can spend £100 on insurance policies. In turn the insurance brokers tell the client about the policy they can offer, its advantages and price. The clients make notes.

Step 3: Each client now works out which policies he would like to spend his £100 on. He then walks over to the insurance brokers he needs to make his purchase. Each insurance broker has to keep a record of the number of policies sold.

Step 4: The results of the sale are written up on the board or the overhead projector in order of popularity. The students who acted as clients are asked to explain their choices and motives.

Variations:

1. The exercise is repeated (with the same or different insurance policies) by letting the former clients act as insurance brokers and vice versa.
2. Students decide on insurance policies and their prices in a brainstorming phase preceding the activity.
3. Instead of personal goals students could be asked to insure personal possessions or the lives of people they care for.

58	Good teacher	★
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57	Insurance
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Aims:

Skills – speaking
Language – persuading others, praising, giving and asking for reasons, if-clauses
Other – thinking about one's goal in life, looking ahead

Level: intermediate and advanced**Organisation:** 2 teams of equal size (max. 40 students)**Preparation:** list of twenty insurance policies (see below)**Time:** 30–40 minutes**Procedure:**

Step 1: The whole group is divided into two teams of equal size. One team consists of insurance brokers, the other team being the clients. Instead of ordinary types of insurance, the brokers try to sell policies which assure the buyer of reaching certain personal goals in his life. The insurance brokers are given a list of insurance policies and prices. Each of them should receive one policy (In smaller groups each broker has to handle more than one policy unless their number is reduced). The insurance brokers now prepare a short talk – about a minute per speaker – praising the advantages of the particular policy each broker wants to sell. The clients are asked to think about the goals they would like to achieve in life and how important these are.

Aims:

Skills – speaking
Language – giving reasons, narrating, describing
Other – thinking about one's own school life and educational values

Level: intermediate and advanced**Organisation:** individuals**Preparation:** handout (see Part 2)**Time:** 15–20 minutes**Procedure:**

Step 1: Each student receives the handout listing ten qualities of a teacher. He is asked to rank them in order of importance.

Step 2: Meanwhile the teacher draws the following table on the board:

qualities	1	2	3	4	5	6	7	8	9	10

Step 3: Each student calls out his ranking of the qualities which is marked in the table. The end result shows how often a certain quality was given rank 1, rank 2 and so on.

Step 4: Each quality is now discussed in turn and students who gave it a high or very low ranking are called upon to explain why. It is hoped that many students will be able to give examples in order to back up their statements.

Variations: For further ideas see [49] Qualities.

Remarks:

This is a very valuable activity for students who are training to be teachers as it stimulates discussion about role expectations and self-image connected with this profession.

59	Job prestige
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Aims:

- Skills* – speaking
- Language* – asking for and giving reasons, agreeing and disagreeing
- Other* – becoming aware of some of the reasons for social prestige

Level: intermediate and advanced

Organisation: pairs

Preparation: –

Time: 15–20 minutes

Procedure:

Step 1: The teacher outlines the task. “You are going to hear a list of fourteen occupations. You have to rank them according to two criteria. First arrange them in the order in which these jobs are regarded and paid for in our society. Secondly make a list in which you show how important *you* think each job should be.

dentist	university professor
taxi driver	actor
secretary	nurse
school-teacher	shop-assistant
policeman	librarian
lawyer	engineer
journalist	farmer

Work together with your neighbour. You should – as far as it is possible – reach agreement in both rankings. Where you cannot agree, mark the difference of opinion on your list.”

Step 2: The results are presented by the students and noted on the board. The first lists will probably be very similar in each case with clusters of high prestige and low prestige jobs emerging clearly. The ranking of the jobs according to the importance allotted to them by individual students may differ wildly and should stimulate a discussion on the criteria for “upgrading” or “downgrading” certain occupations.

Variations:

The selection of jobs may be altered in view of the occupational background of the students concerned.

7. Discussion Games

No	activity	topic	level	organisation	preparation	time
60	What is advertised?	fact.	int.	pairs	✓	15–20
61	Mad discussion	fact.	int.	teams	✓	20–30
62	Secret topic	fact.	adv.	pairs/class	–	10–20
63	Word wizard	fact.	int.	indiv.	–	10–15
64	Uses and abuses	fact.	int.	teams	✓	10–15
65	Shrinking story	fact.	int.	class	✓	20–30
66	Which job?	pers.	int.	groups	–	15–20
67	Futures	pers.	int.	indiv./groups	Part 2	20–30
68	Comments	pers.	int.	class	–	15–20
69	Magic shop	pers./fact.	int./adv.	indiv.	✓	15–20
70	Pink versus brown	pers./fact.	int.	groups/pairs	–	15–25
71	Tell us a story	pers.	int.	groups/class	–	20–30
72	What evidence?	pers./fact.	int.	teams/groups	Part 2	20–30
73	Optimists and pessimists	fact.	int.	teams	–	5–15
74	People	fact./pers.	int.	groups	✓	15–25
75	Awards	fact./pers.	int.	class/groups	–	25–45
76	Discussion wheel	fact./pers.	int.	groups	Part 2	15–25
77	Four corners	fact.	int.	class/groups	✓	20–30

pers. = personal; fact. = factual; beg. = beginners; int. = intermediate; adv. = advanced; indiv. = individuals; groups = small groups; pairs = two people working together; teams = two large groups of equal size; class = everybody working together; Part 2 = material for the exercise is to be found in Part 2.

Nicht alle Übungen dieses Kapitels sind Spiele im engeren Sinn; zum Teil handelt es sich um spielerische Übungen, die zu einer Diskussion hinführen, zum Teil um spielerisches Diskutieren. Oftmals läßt sich dieselbe Aktivitätsform sowohl zur Erörterung von Problemen als auch zum Spiel mit Sprache und Ideen verwenden. Hauptziel der Übungen ist es, die Schüler zum Sprechen zu bringen, sie persönlich anzusprechen oder ihre Phantasie anzuregen. Daher gibt es Übungen, welche die Schüler veranlassen, über ihre Werte und Prioritäten nachzudenken (z.B. [67] Futures, [69] Magic shop), andere, die ein Spielen mit Sprache verlangen ([63] Word wizard), ferner solche, in denen sie etwas über sich selbst lernen können (z.B. [66] Which job?, [71] Tell us a story) oder in denen sprachliche Beweglichkeit, Phantasie und Kreativität gefragt sind (z.B. [61] Mad discussion, [62] Secret topic). Viele "Discussion Games" sind so aufgebaut, daß in ihnen möglichst alle Lernenden gleichermaßen zu Wort kommen können.

Eine Beteiligung aller am Gespräch läßt sich auch durch das Weiterreichen eines Gegenstandes (Stofftier, zusammengeknotetes Tuch o.ä.) auslösen, wenn die Regel festgesetzt wird, daß jeder, der den Gegenstand in der Hand hält, etwas zum Thema sagen muß. Da nicht zu erwarten ist, daß jedem einzelnen dazu immer noch etwas Neues einfällt, dient diese Art des Diskutierens vor allem dem Training des Zuhörens. Denn nur dann kann jemand mit Berechtigung sagen, "I agree with ... because ..." oder "I can't agree with ... because ...". Weitere Formen der Organisation von Diskussionsrunden, wie z.B. "Debate", "Fishbowl", "Opinion Vote" werden im allgemeinen Einführungskapitel näher beschrieben (S. 10).

Im Hinblick auf die Erreichung grammatischer oder pragmatischer Lernziele sind die Übungen dieses Kapitels sehr unterschiedlich. Fast immer geht es allerdings darum, daß derjenige, der eine Meinung äußert, sie auch begründet. Einige "Discussion Games" verlangen von den Spielern einen hohen Grad an sprachlicher Flexibilität (z.B. [62] Secret topic); solche Übungen sind daher nur für fortgeschrittene Lernende geeignet, die die Fremdsprache bereits gut beherrschen.

Sie können "Discussion Games" auch einsetzen, um das Lernklima in Ihrer Klasse in bezug auf Kooperation und Interaktion der Schüler zu verbessern. In solchen Klassen oder Gruppen, in denen sich bestimmte Verhaltensmuster bei der Durchführung von Diskussionen bereits verfestigt haben, ist es zuweilen hilfreich, einige Schüler zu bitten, als Beobachter einer Diskussion zu fungieren und zu notieren, welche Rollen von einzelnen Diskussionsteilnehmern übernommen werden. Mögliche Rollen sind:

- Initiator (beginnt die Diskussion, macht neue Vorschläge und treibt die Diskussion durch Fragen weiter);
- Zusammenfasser (faßt Zwischenergebnisse zusammen, beschreibt, bei welchen Fragen Einhelligkeit oder Meinungsverschiedenheiten bestehen);
- Meckerer (kritisiert sowohl Verfahren als auch Richtung der Diskussion);
- Schwätzer (macht lange Ausführungen zu nebensächlichen Fragen, läßt sich in seinem Redefluß kaum bremsen);
- Schweiger (äußert sich nicht im Plenum, sondern macht höchstens Bemerkungen zu seinem Nachbarn; manchmal haben Schweiger ein ausgeprägtes Mienenspiel, an dem sich Zustimmung oder Ablehnung ablesen lassen);
- Clown (zieht vieles ins Lächerliche, macht Witze);
- Vermittler (versucht zwischen den Anhängern unterschiedlicher Meinungen zu vermitteln, betont die Gemeinsamkeiten);
- Zauderer (kann sich nicht zu einer festen Meinung durchringen, spricht mit langen Pausen).

Sicher fallen Ihnen noch weitere Typen ein. Wenn die Beobachter einige der typischen Rollen in Ihrer Klasse festgestellt haben, besteht der nächste Schritt darin, den Schülern dieses Verhalten bewußt zu machen. Dies kann entweder über eine Videoaufzeichnung geschehen oder mit Hilfe eines Rollenspiels, bei dem jedem einzelnen Diskussionsteilnehmer eine bestimmte Rolle zugeteilt wird, die den anderen in der Runde nicht bekannt ist. Im Anschluß an die Diskussion wird geraten, wer welche Rolle zu spielen hatte.

Viele der "Discussion Games" lassen sich durch Anschlußübungen schriftlicher und mündlicher Art ergänzen; bei [67] Futures kann ein Essay über Zukunftsangst bzw. -erwartung

geschrieben, bei [60] What is advertised? können von den Lernenden selbst Anzeigen hergestellt, bei [75] Awards kann eine Podiumsdiskussion angeschlossen werden. Als "Discussion Games", d.h. Auslöser für Diskussionen, eignen sich eine Anzahl der "Problem Solving Activities", "Ranking Exercises" und der "Values Clarification Techniques", soweit sie kontroverse Meinungen hervorbringen. [40] Getting it together hat eine diskussionswürdige Erfahrung zum Inhalt. Weitere Anregungen zu "Discussion Games" finden sich u.a. in Baer 1977, Learning for Change 1977 und Stanford/Stanford 1969.

60	What is advertised?
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Aims:

- Skills* – speaking, writing
- Language* – making conjectures, expressing probability, giving reasons
- Other* – making notes, discovering some techniques of advertising

Level: intermediate

Organisation: pairs

Preparation: a number of different advertisements (cut out from magazines) from which all names and pictures of the product advertised have been removed, half as many advertisements as there are students

Time: 15–20 minutes

Procedure:

Step 1: Each pair of students receives one advertisement. The partners discuss what product the advertisement could be for and why they think so. One of each pair makes some notes. After about five minutes the advertisements are exchanged and each pair of students discusses another advertisement in the same way.

Step 2: Taking turns, each pair of students shows the second advertisement they looked at to the rest of the class and reports their ideas on the product advertised. The other students, who discussed this particular advertisement in the first round, say where they agree or disagree and give reasons. When all advertisements have been shown and talked about the teacher gives the solutions (e.g. by presenting the cut off part to each advertisement).

Remarks:

When the students make suggestions as to the type of product advertised by e.g. idyllic scenes in the country, their attention can be drawn to the associations which certain pictures give us (e.g. waterfall – clean air, health – advertisement for cigarettes).

61	Mad discussion
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Aims:

- Skills* – speaking
- Language* – giving reasons, describing advantages and disadvantages, contradicting
- Other* – imagination, fun

Level: intermediate

Organisation: teams

Preparation: pieces of paper with one word each written on them (see below)

Time: 20–30 minutes

Procedure:

Step 1: The class is divided into two teams. One student from each team comes forward. Each draws a piece of paper with his topic. He then has three minutes to argue with the student from the other team about what is more important for mankind, e.g. alsatians or pizzas. Possible topics: flowers, New York, operas, ships, plastic spoons, birthday cards, passports, watches, modern art, detective novels, schools, bakers, socks, zips, paper, the wheel, etc.

Step 2 (optional): A jury decides who put forward the better arguments and awards points for each team. Then the next two students continue with new topics.

Remarks:

In this game it is important not only to put forward good arguments for one's own case but to try and contradict the opponent's point of view.

62	Secret topic
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Aims:

- Skills* – speaking
- Language* – all elements
- Other* – talking redundantly and vaguely, fun, imagination

Level: advanced

Organisation: pair, class

Preparation: –

Time: 10–20 minutes

Procedure:

Step 1: Two students agree on a topic they want to talk about without telling the others what it is.

Step 2: The two students start discussing their topic without mentioning it. The others listen. Whoever in the rest of the group thinks he knows what the two are talking about, joins in their conversation. When about one third or half of the class have joined in, the game is stopped.

Variations:

1. Students who think they know the secret topic have to write it on a piece of paper and show it to the two students before they are accepted.
2. The game can be played in teams and points awarded according to the number of people finding out the secret topic.

63	Word wizard
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Aims:

- Skills* – speaking
- Language* – individual words
- Other* – imagination, feeling for words, communicating with very few words

Level: intermediate

Organisation: individuals

Preparation: –

Time: 10–15 minutes

Procedure:

Step 1: The teacher asks the class to imagine the following situation: "A wizard has taken away all the words from this world. Everybody can keep just four words. Choose four words which you would like to keep and write them down."

Step 2: Each student finds a partner and tries to communicate using only his four words. Both students share their

words with each other so that both now have eight words they can use. Each student shares his eight words with another student, so that both have sixteen; they do this twice more. In the end everybody has sixty-four words.

Step 3: Either alone or with a partner the students write a story or a poem using only their words. These stories/poems are read out or hung up on the wall.

(idea adapted from Brandes/Phillips 1979, 32)

64 Uses and abuses

Aims:

- Skills* – speaking
- Language* – declarative sentences, -ing form
- Other* – imagination

Level: intermediate

Organisation: teams

Preparation: two lists of nouns (people, animals, objects)

Time: 10–15 minutes

Procedure:

Step 1: The teacher and the class prepare two lists (of about 20 items), which are written up by the secretaries of the two teams. List A contains people and animals, list B objects.

Example:

A	B
teacher	book
mother	walking-stick
shop-assistant	plaster
baby	50p coin
elephant	pen
crocodile	loaf of bread
soldier	car
dustman	cactus
farmer	apple pie
old woman	glass of beer
etc.	etc.

Step 2: The two teams sit facing each other. The secretary of team 1 starts by inserting a word from list A and one from list B into one of the two sentence patterns:

What can a/an A do with a/an B?

Why does a/an A need a/an B?

The students in team 2 must find three answers quickly. Then their secretary makes up a new question for team 1. The secretary crosses out the words that have been used. The game is finished when all words have been used up.

Variations:

1. The sentence patterns can be extended by adding a place, e.g.: Why does a/an A need a/an B in C?
2. A system of scoring can be introduced.
3. Students could hand on a knotted scarf and play the game according to the rules for volleyball.

Remarks:

Having a fixed sentence pattern may sometimes result in slightly odd sentences.

65 Shrinking story

Aims:

- Skills* – speaking, listening comprehension
- Language* – all elements
- Other* – memory, insight into the process of communication

Level: intermediate

Organisation: class

Preparation: story or picture

Time: 20–30 minutes

Procedure:

Step 1: Five students are asked to leave the room. The rest of the class is read a story (or played the recording of a story). They listen to the story twice and after the second reading agree on a few important points which a reproduction of the story should contain. These are written down by everyone.

Step 2: The first student is asked to come in and also listens to the story (once). The second student is called in and hears the story from the first student while the class notes down which of the important points have been mentioned. Student 2 then tells the story to student 3, student 3 to student 4, and student 4 to the last one. Student 5 tells the story to the class.

Step 3: Using their notes, the students who were listening and observing report on the changes in the story. Then the original is read (played) once again.

Variations:

1. Instead of telling a story, a picture could be described and drawn by the last student.
2. If a cassette recorder is available all renderings of the story can be recorded and compared.

66 Which job?

Aims:

- Skills* – speaking
- Language* – conditional, discussing, giving reasons, names of jobs
- Other* – getting to know each other, learning s.th. about oneself

Level: intermediate

Organisation: groups of 6 students

Preparation: –

Time: 15–20 minutes

Procedure:

Step 1: The students work together in groups. Each group member writes down the ideal job for himself and for everybody else in the group.

Step 2: The job lists are read out and discussed in the groups. Students explain why they feel the “ideal jobs” suggested for them would/would not be ideal.

67 Futures



Aims:

- Skills* – writing, speaking
- Language* – future tense, making comparisons
- Other* – thinking about the world around us and how we are affected by what happens there

Level: intermediate

Organisation: individuals/groups

Preparation: two charts for each student (see Part 2)

Time: 20–30 minutes

Procedure:

Step 1: Each student receives two copies of the chart. He is asked to fill one in with the *Good Things*, the other with the *Bad Things* by writing examples into each square.

Step 2: When the students have finished, they come together in groups to share and discuss their hopes and fears for the future. Each group can focus on one time span and report the good and bad feelings of their group.

Variations:

Instead of writing, the students can draw sketches.

Remarks:

It is important to see the connections of the various squares. What happens in the world now may well affect our children in twenty years time.

(adapted from Learning for Change 1977, 83)

68	Comments
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Aims:

- Skills* – writing, speaking
- Language* – all elements, expressing emotions
- Other* – getting to know each other

Level: intermediate

Organisation: class

Preparation: –

Time: 15–20 minutes

Procedure:

Step 1: Every student writes his name on a piece of paper. All papers are collected, shuffled and redistributed.

Step 2: Now every student writes a comment (a compliment, a question, a statement) under the name of the person. The papers are again collected and redistributed, so that everyone can write a second comment. The teacher (or a student) now collects all papers.

Step 3: One paper after the other is read out. A discussion follows: How did the people concerned feel? Were the comments fair/superficial/critical/supportive?

Variations:

Instead of waiting with the discussion until all the comments have been read a short talk can follow each comment.

Remarks:

For this exercise the group should have established a supportive atmosphere.

69	Magic shop
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Aims:

- Skills* – speaking
- Language* – if-clause, arguing, praising something
- Other* – learning something about one's own values

Level: intermediate/advanced

Organisation: individuals

Preparation: slips of paper with mostly positive human qualities written on them (see below), three times as many slips as there are students (qualities may occur more than once)

Time: 15–20 minutes

Procedure:

Step 1: Each student receives three slips of paper each with a positive human quality on it. Example: honesty, intelligence, fairness, humour, health, beauty, stubbornness, curiosity, cheerfulness, gentleness, humility, optimism, perseverance, politeness, hospitality, helpfulness, thoughtfulness, wisdom, justice, friendliness, adaptability, charity.

Step 2: Each student decides which of his three qualities he would like to keep and which to exchange for others. Students pair up and barter with different partners.

Step 3: After 10 minutes of bartering, students report on which qualities they received, which ones they kept and whether they are happy with their present one(s) (they may have more or fewer than three).

70	Pink versus brown
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Aims:

- Skills* – speaking
- Language* – contradicting, praising something, giving reasons
- Other* – fun, imagination

Level: intermediate

Organisation: groups, pairs

Preparation: –

Time: 15–25 minutes

Procedure:

Step 1: Students whose favourite colours are the same work together. They tell each other why they like this particular colour better than any other.

Step 2: Students leave their groups and pair up with someone from a different group. Each partner argues for his favourite colour and tries to convince the other one of its qualities.

Variations:

Step 1 can be left out.

71	Tell us a story
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Aims:

- Skills* – speaking
- Language* – descriptive sentences
- Other* – fun

Level: intermediate

Organisation: groups of 4–7 students, class

Preparation: –

Time: 20–30 minutes

Procedure:

Step 1: The students work together in groups. Each member of the group is asked to tell his version of a story with the same basic plot. Each student makes some notes of what his right-hand neighbour said. The basic stages of the story are as follows: “You are walking in a wood; describe what it is like. Then you come to some water. Describe, what it is like. What do you feel about this water and what do you do about it? Next you find a key. Describe it and say what you would do with it. At the end of the wood there is a barrier. What is it like? What is on the other side? What do you do about it?”

Step 2: When everyone has told his story the teacher reveals in which way each episode of the story might be interpreted:

The wood gives an indication of the storyteller's view of life. Is it described as dark and frightening or sunlit and happy? Full of menace, or full of hopeful possibilities? It depends on attitudes to living.

The water is sex. Is it dark and dirty or lovely and sparkling? Deep or shallow? Frightening, but pleasantly so? Do you dive right in or keep well out?

The key is worldly success and ambition to attain it. Do you see a big golden key or a dreary little Yale one? Is it rusty or shining? Do you reject it or hold on to it? Do you use it immediately in some way, or later on, perhaps finding a box full of treasures to go with it, or do you just hopefully tuck it in your pocket? Or do you give it away to someone you think may want it?

The barrier is death, the view beyond a picture of the life hereafter. (When I first played this game, I "saw" a range of formidable mountains, and nothing beyond. I disliked it intensely – and turned round and went back the way I'd come. There's hope!)

Remarks:

This activity should not be taken too seriously. It is not meant to provide a psychoanalyst's couch for the foreign language classroom!

(from Woman's Own, 23. 12. 1972)

72	What evidence?	★
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Aims:

- Skills* – speaking
- Language* – discussing, giving reasons, agreeing and disagreeing
- Other* – thinking about questions of credibility, evaluating information

Level: intermediate

Organisation: teams or groups

Preparation: a handout for each group (see Part 2)

Time: 20–30 minutes

Procedure:

Step 1: Each team or group receives a copy of the handout. The students now have to discuss what evidence each of them would accept as regards the truth of each statement. They should not discuss whether they believe that a statement is true but what evidence would convince them. If the students cannot agree on acceptable proof they should note down their differences of opinion.

Step 2: When all statements have been discussed the groups report.

(adapted from Krupar 1973. 91ff.)

73	Optimists and pessimists
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Aims:

- Skills* – speaking
- Language* – expressing different points of view
- Other* – imagination, fun

Level: intermediate

Organisation: two teams

Preparation: –

Time: 5–15 minutes

Procedure:

Step 1: One student from team 1 (optimists) begins by giving a statement, e.g. "It is good for one's health if you are active in sport". Then one student of the other team (pessimists) gives the other point of view, e.g. "But sports like boxing or car racing are dangerous". The pessimists continue with a new – pessimistic – statement, which the optimists have to react to.

Step 2: After a few minutes of exchanging statements, the students are asked if they found it difficult to adapt one point of view throughout. They could also mention those statements which went against their personal viewpoint.

Variations:

A good follow-up activity are I-You-He-statements like:

I don't dance very well.

You haven't got much feeling for rhythm.

He tramples on his partner's feet.

Or:

I enjoy eating.

You are a bit overweight.

He is fat.

74	People
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Aims:

- Skills* – writing
- Language* – past tense, present tense
- Other* – imagination

Level: intermediate

Organisation: groups of 3–4 students

Preparation: photos of different people (cut out from magazines or your own snapshots), one photograph per group

Time: 15–25 minutes

Procedure:

Step 1: Each group receives a photo and is asked to write a curriculum vitae for the person in the picture. The students should mainly imagine the person's present interests and lifestyle. When they have finished with the first picture, photos are exchanged between groups. Each group works with three pictures.

Step 2: The results of the group work are read out and discussed. "Which lives were seen in a similar way by the three groups? Which pictures were interpreted differently?"

Remarks:

If the teacher uses photographs of people she knows she could tell the students how far off the mark they are.

75	Awards
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Aims:

- Skills* – speaking
- Language* – describing someone, reporting someone's activities, giving reasons, contradicting, stating preferences, agreeing and disagreeing
- Other* – thinking of praiseworthy qualities of ordinary people

Level: intermediate

Organisation: class, groups of 4–6 students

Preparation: –

Time: 25–45 minutes

Procedure:

Step 1: Students and teacher talk about what kinds of awards they know of (awards for looks such as 'Miss World', for bravery, etc.).

Step 2: Using brainstorming techniques (see [89] Brainstorming) the class try to think of many more possible awards (e.g.: Smile Award, Help Award, Listening Award). All awards (they should be for positive qualities) are listed on the blackboard.

Step 3: Groups are formed and each group chooses two kinds of awards they would like to find candidates for.

Step 4: Now each group member describes one candidate for each award (These should be people he knows personally). Another group member takes down some notes. When everybody has finished, the qualities of all the

people suggested for awards are discussed. The group members have to agree on who to give the award to.
Step 5: Each group reports its results. A short discussion of the reasons for choosing these people follows.

76	Discussion wheel	★
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Aims:

- Skills* – speaking
- Language* – discussing
- Other* – (depending on the topics)

Level: intermediate

Organisation: groups of 6 students

Preparation: one handout for each group (see Part 2), three dice per group

Time: 15–25 minutes

Procedure:

Each group receives a copy of the handout and three dice. Each group member is given a number from 1 to 6. The dice are thrown; two dice indicate the students who have to start the discussion, the third dice indicates the topic they have to talk about. After a short while the other group members can join the discussion. Every topic on the wheel should be discussed at least once. If the topic dice shows the number five, the two students choose their own discussion topic.

Variations:

1. Instead of writing the discussion topics onto the discussion wheel, they can be put on little cards and these laid face down on the wheel.
2. More factual or more personal topics can be chosen.

77

Four corners

Aims:

- Skills* – speaking
- Language* – giving reasons, agreeing and disagreeing
- Other* – getting to know each other

Level: intermediate

Organisation: class/groups

Preparation: masking tape, twenty big pieces of paper (size A4 or A3) with one word on each, always four words belong to the same category (see below), classroom cleared of tables and chairs

Time: 20–30 minutes

Procedure:

Step 1: The teacher prepares the room. She fixes one big piece of paper (with words belonging to the same category, e.g. four colours: WHITE, RED, BROWN, PURPLE or four writers: G. ORWELL, A. HAILEY, W. WORDSWORTH, L. COHEN) to the wall in each of the four corners of the room.

Step 2: The students are asked to read all four signs and stand in that corner which suits them best. All students in one corner interview each other about why they chose this one. When the next four signs are hung up everyone chooses again.

Step 3: At the end a short discussion on which students often chose the same corner, which students never met, etc. can follow. Possible categories for the signs are: colours, types of music, articles of clothing, tools, cities, countries, drinks, numbers, animals.

Variations:

Instead of single words statements, quotations, proverbs or drawings can be used.

8. Values Clarification Techniques

No	activity	topic	level	organisation	preparation	time
78	Personalities (II)	pers.	int.	indiv./class	–	10–30
79	Lifestyle	pers.	beg./int.	pairs	✓	10
80	Aims in life	pers.	int.	indiv./groups	Part 2	15–20
81	Twenty things I'd like to do	pers.	int.	indiv.	–	20–30
82	Values continuum	pers.	int.	indiv./class	Part 2	15–20
83	Spending money	pers.	int.	indiv./groups	–	10–25
84	Miracle workers	pers.	int.	indiv./groups/class	Part 2	20–40
85	Unfinished sentences	pers.	int.	pairs	Part 2	10–20
86	I'd rather be ...	pers.	int.	class	✓	5–15
87	Ideal day	pers.	int.	indiv.	–	20–30
88	Values topics	pers.	int.	groups	Part 2	30

pers. = personal; fact. = factual; beg. = beginners; int. = intermediate; adv. = advanced; indiv. = individuals; groups = small groups; pairs = two people working together; teams = two large groups of equal size; class = everybody working together; Part 2 = material for the exercise is to be found in Part 2.

Die Übungen dieses Kapitels folgen den Grundsätzen des von den USA ausgehenden *Values Clarification Approach* (vgl. Howe/Howe 1975, Simon et al. 1972). Diese erziehungswissenschaftliche Richtung gründet auf der Überzeugung, daß die Schule jungen Menschen helfen müsse, ihre eigenen Wertvorstellungen zu entwickeln und danach zu handeln. Den Überlegungen des Psychologen Louis Rath's zufolge vollzieht sich der Aufbau eines Wertsystems in sieben Schritten, die drei Hauptstadien zuzuordnen sind: "Prizing one's beliefs and behaviors, ... choosing one's beliefs and behaviors, ... acting on one's beliefs" (Simon et al. 1972, 19). Die Wertvorstellungen jedes einzelnen beziehen sich auf die eigene Persönlichkeit (z.B. Lebensziele, Stärken und Schwächen im Verhalten) und auf die Umwelt, zu der Schulisches bzw. Berufliches ebenso gehören wie Freizeitverhalten oder die Weltpolitik.

Die folgenden elf Übungen betreffen hauptsächlich die Stadien des Auswählens von Werten und Verhaltensmustern und ihre Wertschätzung. Die konsequente Umsetzung der eigenen Wertvorstellungen in tägliches Handeln tritt im Englischunterricht zurück. In den Aufgaben der einzelnen Übungen werden die Lernenden direkt angesprochen; sie müssen ihre Ansichten und Gefühle offenlegen. Einerseits kann dies sehr motivierend wirken, da die Schüler spüren, daß sie über etwas für sie Wichtiges sprechen können, daß sie als Persönlichkeiten ernstgenommen werden; andererseits hat eine Situation, in der man Persönliches offenlegen muß, für die meisten Menschen etwas Bedrohliches. Für die Durchführung von "Values Clarification Exercises" ist eine entspannte, von Toleranz und gegenseitigem Verständnis getragene Atmosphäre daher unabdingbar. Es ist sehr hilfreich, wenn Sie als Lehrende(r) sich an den Übungen, wo immer möglich, beteiligen und die Schüler an Ihren Gedanken teilhaben lassen. Darüber hinaus sollte als unumstößliche Regel für alle gelten, daß niemand eine ihm peinliche Frage beantworten muß. Ein hierbei ausgeübter Zwang würde die pädagogische Wirkung der Übungen ins Gegenteil verkehren: nicht das Erkennen und Akzeptieren der eigenen Wertvorstellungen stünde im Zentrum des Interesses, sondern die Verschleierung und Ablehnung von den als peinlich empfundenen Fragen. Aufgrund ihrer inhaltlichen Ausrichtung lassen sich "Values Clarification Techniques" leichter in einen sozial-integrativen Unterrichtsstil integrieren als in einen lehrerzentrierten Frontalunterricht.

Im Bereich der fremdsprachlichen Lernziele üben die hier aufgeführten "Values Clarification Techniques" insbesondere die Sprechakte des *expressing likes and dislikes*, *stating one's opinion* und *giving and asking for reasons*. Oftmals ist es für die Schüler erforderlich, sich Notizen zu machen; sie üben also auch Arbeitstechniken wie *note making*.

Am meisten Gemeinsamkeiten besitzen "Values Clarification Techniques" mit "Ranking Exercises", die derselben psychologisch-pädagogischen Richtung zuzuordnen sind. "Ranking Exercises" sind jedoch inhaltlich stärker gesteuert, da in ihnen Zahl und Art der Alternativen vorgegeben sind. Weitere Anregungen für "Values Clarification Techniques" finden sich u.a. in Green 1975, Howe/Howe 1975, Learning for Change 1977, Moskowitz 1978, Papalia 1976, Simon/Howe/Kirschenbaum 1972.

78 Personalities (II)

Aims:

- Skills* – speaking, writing
- Language* – descriptive sentences, past tense (reported speech)
- Other* – acknowledging the influence other people have on us, note making

Level: intermediate

Organisation: individuals, class

Preparation: –

Time: 10–30 minutes

Procedure:

Step 1: The students are asked to think of their lives so far and the people they know/have known. Each student should find at least two people who have influenced him in his life. These may be his parents, other relations, friends, or personalities from fields like history and literature. He should be able to tell the rest of the group briefly in what way these people influenced him.

Step 2: Each student in turn says a few sentences about the people who have influenced or are influencing him. A discussion and/or questions may follow each speaker.

Remarks:

Emphasis should be given to positive influences.

79	Lifestyle
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Aims:

- Skills* – speaking
Language – giving reasons, stating likes and dislikes
Other – thinking about one's priorities

Level: beginners, intermediate

Organisation: pairs

Preparation: students are asked a day or so beforehand to bring along three objects which are important or significant for them

Time: 10 minutes

Procedure:

Step 1: Students work together with a partner. Each of them explains the use/purpose of the three objects he brought with him and says why they are important and significant for him. Both partners then talk about similarities and differences between their choice of objects.

Step 2: A few of the students present their partner's objects and explain their significance to the rest of the group.

Variations:

1. Instead of real objects, drawings or photographs (cut out from magazines, catalogues) may be used.
2. Before the pair discussion starts a kind of speculating or guessing game can be conducted, where the three objects of a student whose identity is not revealed are shown, and suggestions about their significance are made.

80	Aims in life	★
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Aims:

- Skills* – writing, speaking
Language – asking for and giving reasons, expressing intentions and desires
Other – making notes, thinking about one's aims in life

Level: intermediate

Organisation: individuals and groups

Preparation: a handout for each student (see Part 2)

Time: 15–20 minutes

Procedure:

Step 1: Each student fills in the blanks in the handout by first choosing the area of his aims, i.e. job or family, and then by making a few notes as to what he wants to achieve within this area in the time marked.

Step 2: When everybody has filled in his handout with at least one aim for each of the three time spans given, small groups are formed. The students discuss and defend their aims in the groups.

Variations:

Instead of a group discussion, a class discussion can follow Step 1. Possible points to be raised are: "Are personal aims more important than general ones?" – "Which area of aims can we do most about ourselves?" – "In which area does chance play a part?"

81	Twenty things I'd like to do
----	------------------------------

Aims:

- Skills* – writing, speaking
Language – expressing likes and dislikes
Other – analysing one's likes

Level: intermediate

Organisation: individuals

Preparation: –

Time: 20–30 minutes

Procedure:

Step 1: The students are asked to write a list of twenty things they would like to do. These can be ordinary activities like eating ice cream or more exotic dreams like travelling by balloon. They should jot down anything that comes to mind, writing the things one underneath the other. These lists will remain private.

Step 2: The students are asked to code their lists by putting one or more of the following signs in front of them:

- £ if the activity is expensive
WF if the activity involves other people (WF = with friends)
A if they usually do this on their own (A = alone)
M or F if they think their mother (M) or father (F) would enjoy this, too
– if the activity is really bad for their health or mind (e.g. smoking)

Step 3: Now the students should think about the distribution of these signs on their lists and continue the following stem sentences:

I learn from this exercise that ...

I am surprised that ...

I am pleased that ...

I am worried that ...

I do not mind that ...

The completed sentences are collected by the teacher and individual ones read out, provided they contain a stimulus for discussion.

Variations:

1. Students may want to make suggestions for different aspects of coding.
2. The lists are made up of things the students do *not* like to do.

82	Values continuum	★
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Aims:

- Skills* – reading comprehension, speaking
Language – giving reasons, expressing agreement and disagreement
Other – classifying one's values

Level: intermediate

Organisation: individuals, class

Preparation: handout (see Part 2)

Time: 15–20 minutes

Procedure:

Step 1: Each student fills in the handout by marking his agreement or disagreement with each statement on the scale.

Step 2: The distribution of agreements and disagreements within the class is found out and differences of opinion are discussed.

Step 3 (optional): Students are asked to look at their handouts again and note those statements where they agreed or disagreed very strongly. They can use sentences as in [81] Twenty things I'd like to do to sum up their insights.

Variations:

Instead of statements (which can of course be adapted to any coursework being done at the time) proverbs or sayings can be used.

83	Spending money
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Aims:

- Skills* – speaking
- Language* – asking for and giving reasons
- Other* – thinking about one's priorities

Level: intermediate

Organisation: individuals, groups

Preparation: –

Time: 10–25 minutes

Procedure:

Step 1: Each student writes down what he would spend a given sum of money on, e.g.: 50p, £2, £5, £20, £50, £100, £500, £1,000, £5,000, £100,000.

Step 2: Students sit together in small groups and describe what they would buy for a particular amount of money and why they would like to make this purchase.

Variations:

Students are given a choice of about five to eight items for each sum, e.g.: “For £2 you could buy 1. a ticket for the cinema showing the latest James Bond film, 2. a paperback novel, 3. a game of cards, 4. a T-shirt, 5. an LP with a selection of pop songs, 6. a Chinese meal, 7. a pot plant.” These items can be adapted to the age-group of the students.

84	Miracle workers	★
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Aims:

- Skills* – reading comprehension, speaking
- Language* – giving and asking for reasons, agreeing and disagreeing
- Other* – thinking about aims and priorities in one's life

Level: intermediate

Organisation: individuals, small groups or class

Preparation: a handout for each student (see Part 2)

Time: 20–40 minutes

Procedure:

Step 1: Each student receives a handout with the names and descriptions of 15 miracle workers. Each student should divide them into three groups of five:

1. the five most desirable ones for himself, whose services he would like to obtain,
2. the next most interesting ones,
3. the five least desirable ones.

Step 2: In small groups or within the whole group students compare their lists and try to find out if they agree on a few not very desirable miracle workers. They should try and discover a pattern in their choices, e.g.: “What values are dominant in your choice of the desirable miracle workers?”

Step 3: Individual students talk about one particular miracle worker and tell the class which category he is in and why they put him there.

Step 4 (optional): A few students take over the roles of their most valued miracle workers and hold a mock discussion as to who is more important for mankind.

(adapted from Simon et al. 1972, 338ff.)

85	Unfinished sentences	★
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Aims:

- Skills* – speaking, reading comprehension
- Language* – expressing emotions and thoughts, agreeing and disagreeing (a great number of structures)
- Other* – getting to know oneself and others better

Level: intermediate

Organisation: pairs (two teams of equal size arranged in the “onion” grouping, see Introduction, p. 10)

Preparation: a handout for each student (see Part 2)

Time: 10–20 minutes

Procedure:

The class is divided into two teams of equal size. The chairs are arranged in two circles, one within the other, facing each other (“onion”, see Introduction). Each student receives a handout and sits on a chair. There are always two students facing each other. They each continue the first of the unfinished sentences on the handout and talk about their sentences. The students in the outer circle then all move one chair to the left and do the second sentence with a new partner. They continue moving on after each sentence until all sentences have been discussed.

Variations:

If a particular grammatical structure is to be practised (e.g. infinitive, if-clauses), sentences using this structure may be chosen.

86	I'd rather be ...
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Aims:

- Skills* – speaking
- Language* – asking for and giving reasons
- Other* – fun

Level: intermediate

Organisation: class

Preparation: a list of word pairs (nouns, adjectives) for the teacher

Time: 5–15 minutes

Procedure:

The teacher reads out pairs of “opposites” from her list and asks the students which ones they would rather be. The students should also give a reason for their choice.

Possible word pairs:

- | | | | |
|---------------|------------|---------|--------------|
| soft | – hard | sparrow | – snail |
| glass | – wood | hawk | – mouse |
| water | – fire | chicken | – egg |
| bitter | – sweet | candle | – neon light |
| beauty | – ugliness | village | – city |
| hammer | – nail | lemon | – potato |
| rose | – cactus | | etc. |
| mineral water | – whisky | | |
| square | – round | | |
| cold | – hot | | |

Variations:

The same activity is possible with verbs, e.g.: sell – buy, make – break, arrive – leave, etc.

87	Ideal day
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Aims:

Skills – writing, listening comprehension, reading aloud

Language – all elements

Other – day-dreaming, imagination

Level: intermediate

Organisation: individuals

Preparation: –

Time: 20–30 minutes

Procedure:

Step 1: Students are asked to write a description of an ideal day. They can choose freely the places they would like to be in, their activities and the company they would like to have.

Step 2: Some students read out their descriptions.

Variations:

Other topics to write about are: my ideal flat/house, an ideal holiday, an ideal friend.

88	Values topics	★
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Aims:

Skills – speaking

Language – describing s.th., telling s.th., asking questions

Other – fun, getting to know each other better

Level: intermediate

Organisation: groups of 3 to 5 students

Preparation: a handout with the board game (see Part 2), a dice and counters for each group

Time: 30 minutes

Procedure:

The rules of the game are simple. Each player throws the dice and moves his counter forward accordingly. If his counter lands on a white square he tells the others in the group something about the topic written on the square. If he lands on a checked square one of the other students may ask him a question. The player concerned is allowed to refuse to answer the question, but he should say why he won't answer it.

9. Thinking Strategies

No	activity	topic	level	organisation	preparation	time
89	Brainstorming	fact.	int.	groups	–	5–15
90	PMI	fact.	int.	indiv./pairs/class	–	10–20
91	Consequences	fact.	int.	groups/class	✓	10–20
92	Alternatives	fact.	int.	class	✓	5–20
93	Viewpoints	fact.	int.	groups	Part 2	15–20

pers. = personal; fact. = factual; beg. = beginners; int. = intermediate; adv. = advanced; indiv. = individuals; groups = small groups; pairs = two people working together; teams = two large groups of equal size; class = everybody working together; Part 2 = material for the exercise is to be found in Part 2.

Seit einigen Jahren fordert Edward de Bono in vielen Veröffentlichungen einen Unterricht im Denken. Sein Ziel ist es, starre Denkschemata aufzuweichen und durch kreatives Denken zu ersetzen. Einige der Übungen dieses Kapitels sind seinem Programm zum Denktraining in der Schule (de Bono 1973) entlehnt. Bei **89** Brainstorming handelt es sich um eine allgemein verbreitete Technik.

In den Denkübungen werden in spielerischer Form möglichst viele unterschiedliche Ideen gesammelt, die von den Teilnehmern in einem zweiten Schritt bewertet und strukturiert werden. Dadurch ergeben sich viele Gelegenheiten zum Gebrauch der Fremdsprache, nämlich beim Notieren der Einfälle (*note making*) und bei der Diskussion über die Wertung und Einordnung der einzelnen Vorschläge. An grammatischen Strukturen werden hierbei insbesondere die Vergleichsformen und das *conditional* geübt, an Sprechakten das Vorschlagen, Stellungnehmen und Ausdrücken von Zustimmung oder Ablehnung.

“Thinking Strategies” lassen sich gut mit den Übungsformen des *ranking* und des Rollenspiels verknüpfen. Nähere Hinweise finden sich bei de Bono 1973.

89	Brainstorming
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Aims:

- Skills* – speaking, writing
- Language* – conditional, making suggestions
- Other* – imagination, practice of important thinking skill

Level: intermediate

Organisation: groups of 4–7 students

Preparation: –

Time: 5–15 minutes

Procedure:

Step 1: The class is divided into groups. Each group receives the same task.

Possible tasks are:

1. How many possible uses can you find for a paper clip (plastic bag/wooden coat hanger/teacup/pencil/sheet of typing paper/matchbox/etc.)?
2. You have to make an important phone call but you have no change. How many ways of getting the money for the call can you find?
3. How many ways of opening a wine bottle without a corkscrew can you find?
4. How many ways of having a cheap holiday can you find?

The groups work on the task for a few minutes collecting as many ideas as possible without commenting on them or evaluating them. *All* ideas are written down by the group secretary.

Step 2: Each group read out their list of ideas. The ideas are written on the board.

Step 3: The groups choose five ideas from the complete list (either the most original or the most practical ones) and rank them.

Variations:

1. After Step 1 the groups exchange their lists of ideas. Each group ranks the ideas on the list it was given according to a common criterion, e.g.: practicability, cost, simplicity, danger, etc.
2. Each group chooses an idea and discusses it according to the *Consequences* procedure (see **91** *Consequences*).

Remarks:

Brainstorming increases mental flexibility and encourages original thinking. It is a useful strategy for a great number of teaching situations.

90	PMI
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Aims:

- Skills* – speaking, writing
- Language* – conditional, comparatives, making suggestions
- Other* – note making, thinking creatively

Level: intermediate

Organisation: individuals, pairs, class

Preparation: –

Time: 10–20 minutes

Procedure:

Step 1: The students have to think of the plus points (P), minus points (M) and interesting points (I) of an idea. The teacher gives the class an idea and then everybody works on his own for a few minutes.

Possible ideas:

A new law is passed that forbids smoking in all public places.

Every family is allowed to have meat only once a week.

People should wear badges to show what mood they are in.

To save energy public buildings like post offices, stations, schools and offices are no longer heated.

A chemist discovers a way to make gold cheaply.

Boys are allowed to wear only green clothes, girls, blue clothes.

Children over 5 are given the vote.

Planes do not work any more. They all crash after take-off.

Step 2: Each student works together with a partner and they pool their ideas.

Step 3: The ideas of some students are discussed in class.

Variations:

1. After Step 1 is completed small groups are formed who evaluate the ideas of other students.
2. Small groups rank the points mentioned by some other students.

(adapted from de Bono 1973)

91	Consequences
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Aims:

- Skills* – speaking
Language – future tense, conditional
Other – thinking creatively

Level: intermediate

Organisation: groups of 3–6 students, class

Preparation: as many cards with an action on as there are groups

Time: 10–20 minutes

Procedure:

Step 1: The teacher divides the class into groups. She gives each group an action card. Examples: The 25 hour working week is introduced. A lorry driver empties a tankful of poisonous waste into the river near a town. Animal merchants catch the last animals of a dying species to sell them to zoos in Europe and Northern America. Men can get maternity leave (paternity leave) like women. Robots that can do housework are built. Scientists discover that cancer is caused by pollution. A group of boys always use the bus or tram without paying. Etc. Each group now has to think of all the possible long-term and short-term consequences this action may have. The group secretary writes all consequences down.

Step 2: When the group cannot think of any more consequences it exchanges cards with another group. With each new card another group member becomes secretary.

Step 3: The consequences for each action are shared and discussed in class.

Variations:

Each student can work out consequences on his own before working in a group.

Remarks:

It should be stressed that there is rarely a chain of events being triggered by one action alone. This technique is slightly misleading as it does not take complex situations and reasons for actions into account. Nevertheless it may help students realize that simple actions have far-reaching consequences. For some classes it can be helpful to give the students a handout to be filled in.

Example:

	ACTION		
	next days	next year	next 20 years
C			
O			
N			
S			
E			
Q			
U			
E			
N			
C			
E			
S			

(adapted from de Bono 1973)

92**Alternatives****Aims:**

- Skills* – speaking, writing
Language – conditional, making suggestions
Other – creative thinking, mental flexibility

Level: intermediate

Organisation: class (small groups)

Preparation: list of problem situations for the teacher (see examples below)

Time: 5–20 minutes

Procedure:

Step 1: The teacher presents a problem situation to the class and asks the students to think of as many courses of action as possible for the people involved in the problem situation.

Step 2: Individual students present their suggestions and a complete list is compiled (in note form) on the board or overhead projector.

Step 3 (optional): Students work together in small groups and rank all suggestions in order of preference. They then discuss which consequences the five most popular suggestions will have. The rank orders and consequences of individual groups are compared.

Possible problem situations:

1. You hear from a friend that someone else is saying nasty things about you. What can you do?
2. Some money was stolen in the classroom recently. The thief has not been found. Your teacher treats you differently from before and you suspect she thinks that you took the money. You did not, but you know who took it. What can you do?
3. Your friend has bought a new coat. You think it is absolutely ugly and does not suit her. However, you know it was very expensive and your friend is easily offended.
4. You see somebody dumping rubbish in the countryside. What can you do?
5. A girl in your class is giving a party. Everyone has been invited except you.
6. You forgot about an important appointment with your boss (teacher, great-uncle) and have just realized that you should have met him two hours ago at the 'Peking Restaurant'. What can you do?

More problems and moral dilemmas can be found in the problem pages of women's and teenagers' magazines.

Remarks:

The students should learn to work beyond the obvious alternatives.

(adapted from de Bono 1973)

93**Viewpoints****Aims:**

- Skills* – speaking
Language – all elements
Other – empathy, role taking

Level: intermediate

Organisation: groups of 3–5 students

Preparation: as many handouts as there are groups (see Part 2)

Time: 15–20 minutes

Procedure:

Step 1: The teacher divides the class into small groups and presents the situation:

"Mary Taylor, a 35-year-old housewife, would like to go back to her job, teaching Physics and Mathematics after an 8-year break. Imagine what her husband, her eight-year-old daughter, her mother-in-law, her parents and her new headmaster might feel about the situation."

The teacher writes the names, ages and jobs of the people mentioned in the situation on the board and assigns one of these people to each group. The students discuss amongst themselves what they think this particular person might feel. The group secretary in each group makes some notes.

Step 2: The teacher gives each group that part of the handout which concerns "their" person (see Part 2). The

groups compare their own ideas with those on the handouts. They then try to add more thoughts and arguments to those on the handouts.

Step 3: One person from each group comes forward. These students sit in a circle in front of the class and hold a conversation in which they bring their arguments and feelings forward. The "fishbowl procedure" (cf. Introduction) is followed.

Variations:

1. Step 1 is omitted.
2. Commercially produced materials for role play (e.g. Menné: *Q-Cards*; Lynch: *It's Your Choice*; cf. Bibliography) are used.
3. The students devise their own problem situations.

10. Problem Solving Activities

No	activity	topic	level	organisation	preparation	time
94	Desert island (II)	fact.	int.	indiv./pairs/groups	–	10–20
95	Rescue	fact.	int./adv.	groups	–	10–20
96	Desperate decision	fact.	int./adv.	groups	Part 2	30–40
97	Fire	pers./fact.	beg./int.	indiv.	–	5–10
98	One day in London	pers./fact.	int.	pairs	–	15–20
99	Our room	pers./fact.	int.	pairs	Part 2	15–20
100	Treasure hunt	fact.	int.	indiv./pairs/groups/class	✓	days
101	Something for everybody	pers./fact.	int./adv.	groups/class	–	10–20
102	Group holiday	pers./fact.	int.	groups	Part 2	15–20
103	Everday problems	pers./fact.	int.	groups/class	–	10–15
104	Friendly Biscuits Inc.	fact.	int.	groups	Part 2	10–20
105	Baker Street	fact.	int.	indiv./class	Part 2	5–15
106	Problem page (I)	fact.	int.	pairs/groups	Part 2	20–30
107	Problem page (II)	fact./pers.	int./adv.	indiv./class	Part 2	20–30

pers. = personal; fact. = factual; beg. = beginners; int. = intermediate; adv. = advanced; indiv. = individuals; groups = small groups; pairs = two people working together; teams = two large groups of equal size; class = everybody working together; Part 2 = material for the exercise is to be found in Part 2.

Bei den Problemlösungsaufgaben geht es darum, die richtige (bei logischen Puzzles wie **105** Baker Street) oder mehrere mögliche angemessene Lösungen zu finden. Die Problemsituationen selbst sind teils fiktiv (z.B. **94** Desert island (II), **95** Rescue), teils realistisch (z.B. **99** Our room, **101** Something for everybody, **106** Problem page (I)). Sie können somit sowohl die Phantasie der Lernenden anregen als auch ihre lebenspraktischen Fähigkeiten stärken. Im Englischunterricht wirken oft beide Schwerpunkte – Phantasie und Realitätsbezug – motivierend auf die Schüler. Eine Mischung von Übungen aus beiden Bereichen ist daher empfehlenswert.

Bei vielen Problemlösungsaufgaben ist es vorgesehen, daß sich die Lernenden untereinander über Lösungskriterien oder -vorschläge unterhalten. Wenn dies in Partner- oder Kleingruppenarbeit geschieht, haben viele Lernende gleichzeitig die Gelegenheit, die Fremdsprache zu verwenden. In mancherlei Hinsicht sind einige der Problemlösungsaufgaben den “Ranking Exercises” ähnlich, allerdings mit dem Unterschied, daß bei den Rangordnungsaufgaben die Auswahl der Gegenstände, die beispielsweise für eine bestimmte Situation gebraucht werden, nicht dem Lernenden überlassen, sondern bereits vorgegeben ist. Bei den Problemlösungsaufgaben sind daher häufig sehr viele unterschiedliche Lösungen möglich, was zu intensiver Diskussion in der Klasse oder Gruppe führen kann. Solche Übungen lassen sich öfters in derselben Klasse einsetzen – eventuell mit leicht veränderter Aufgabenstellung –, während die Puzzle-Aufgaben wie **104** Friendly Biscuits Inc. nach Erarbeitung der Lösung nicht mit denselben Schülern wiederholt werden können. Allerdings können sie leicht nach dem Muster der Übungen **104** und **105** selbst neue Text-Puzzles herstellen.

Weitere Problemlösungsaufgaben finden sich in den Kapiteln 4 “Jigsaw Tasks” und 6 “Ranking Exercises”. Anregungen geben u.a. auch Fletcher/Birt 1979, Krupar 1973 und Vester et al. 1979.

94 Desert island (II)

Aims:

- Skills* – speaking, writing
- Language* – giving and asking for reasons, agreeing and disagreeing, making suggestions
- Other* – imagination, common sense, fun

Level: intermediate

Organisation: individuals, pairs, groups

Preparation: –

Time: 10–20 minutes

Procedure:

Step 1: The teacher describes the task to the students: “You are stranded on a desert island very far from everywhere. There is a freshwater spring on the island, there are banana trees and coconut palms. The climate is mild. Make a list of eight to twelve things which you think are necessary for survival.” Every student works on his own.

Step 2: Students pair up and compare lists. They agree on a common list of a maximum of ten items.

Step 3: The students discuss the new lists in groups of four to six each. They decide on a group list of a maximum of eight items and rank these according to their importance.

Variations:

see **52** Desert island (I)

95 Rescue

Aims:

- Skills* – speaking
- Language* – stating an opinion, giving and asking for reasons, agreeing and disagreeing, comparisons
- Other* – thinking about one’s values

Level: intermediate/advanced

Organisation: groups of 5–8 students

Preparation: –

Time: 10–20 minutes

Procedure:

Step 1: The teacher explains the situation. “Earth is doomed. All life is going to perish in two days due to radiation. A spaceship from another solar system lands and offers to rescue twelve people, who could start a new world on an empty planet very much like Earth. Imagine you are the selection committee and have to decide who may be rescued. Think of a list of criteria which you would use in your decision.”

Step 2: Each group discusses the problem and tries to find a solution.

Step 3: Each group presents its solution to the class. These are discussed.

Variations:

The task can be specified more exactly: “Find ten criteria. You can award up to 100 points if a candidate gets full marks on all counts, e.g.: appearance 5, intelligence 30, fertility 15, physical fitness 20, etc.”

Remarks:

Although the basic problem is a rather sinister one it helps students to clarify their own values as regards judging others.

96	Desperate decision	★
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Aims:

- Skills* – reading comprehension, speaking
- Language* – making suggestions, stating possibilities, agreeing and disagreeing
- Other* – imagination

Level: intermediate/advanced

Organisation: groups of 3–6 students each

Preparation: a handout for each student (see Part 2)

Time: 30–40 minutes

Procedure:

Step 1: Each student receives a handout (Part 2) and reads the description of the situation. Comprehension difficulties are cleared up, and the teacher may ask a few comprehension questions (e.g.: How many of the hiking group are feeling ill? How many can read a map?).

Step 2: The groups try and find as many ways of action as possible. They should write them down. Then they discuss the advantages and disadvantages of each solution and decide on the best one. Again they should write down the reasons for their choice.

Step 3: Each group presents its solution. The other groups should challenge the arguments and conclusions of the reporting group.

Variations:

If a solution cannot be agreed on within the group, the students can try and work out a role play. Each student takes over the part of one of the people in the task and argues from that person’s point of view.

97	Fire
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Aims:

- Skills* – speaking
- Language* – asking for and giving reasons, conditional
- Other* – thinking about essentials

Level: beginners/intermediate

Organisation: individuals

Preparation: –

Time: 5–10 minutes

Procedure:

Step 1: The teacher describes the situation to the class: “A fire has broken out where you live. You have a few minutes to grab five of your belongings and rescue them. Which five things would you take? Remember, you have to carry them all.”

Step 2: Each student writes down up to five things he would rescue from the fire.

Step 3: Some students read out their lists and explain why they would take these things. The others should ask questions like “Why wouldn’t you take ...? What about your ...?”

Variations:

A different situation may be chosen: “You are staying on your own in a holiday cottage in Scotland for three months next summer. The cottage is miles away from any village or farm. It has electricity and water and a big store of food. The sea is not far and there is also a trout stream and a forest. Which things (e.g.: radio, books, musical instruments, materials and equipment for hobbies and sports) would you need to survive the three months without being bored?”

Each student makes a list of all the things he would like to take with him. A few students report to the class. The most commonly chosen and the most unusual objects can be found out.

98	One day in London
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Aims:

- Skills* – speaking
- Language* – all elements
- Other* – cooperation

Level: intermediate

Organisation: pairs

Preparation: –

Time: 15–20 minutes

Procedure:

Step 1: The teacher describes the situation: “You have to plan how to spend a day in London with your partner. Both of you arrive at Heathrow airport at 9 a.m. and you have to be back at the airport at 9 p.m. There is a self-drive car which you may use. It has got a full tank. You receive £10 each, you have no other money. Decide what you would like to do. You should plan the day in such a way that you are happy with it.”

Step 2: The students work together in pairs. The partners find out from each other what they would very much like to do and what they would not like to do. They then work out a timetable for the day.

Step 3: The students report their plans. Similarities and differences between individual suggestions are discussed.

Step 4 (optional): The teacher asks how the timetables were agreed on:

“Did one partner dominate? Did one partner try to persuade the other one? Was there a lot of arguing? Did one of the pair have to give up a lot of ideas? Who made the suggestions?, etc.”

Variations:

In connection with other work done in class (e.g. texts studied) different locations (New York, Sydney, etc.) can be chosen.

Aims:

- Skills* – speaking
Language – all elements (esp. pieces of furniture, prepositions, adverbial phrases)
Other – cooperation

Level: intermediate**Organisation:** pairs**Preparation:** a handout for each student (see Part 2), scissors for each pair of students, a transparency for the overhead projector with the floorplan of the room, overhead projector.**Time:** 15–20 minutes**Procedure:**

Step 1: Each student receives a handout. Together with his partner he tries to furnish the room using the pieces of furniture available on the handout. Both partners discuss which pieces of furniture to choose and where to put them. Each item on the list is given a certain number of points. Furnishing the room must not use up more than 100 points. In order to make the furnishing more realistic the pieces of furniture may be cut out of the handout and placed in the diagram of the room. In doing so the students practise sentences like: “Shall we put the bed next to the window or in the corner? We could put the bookcases near the writing table. If the wardrobe is put at right angles to the wall then the bed is in a small alcove.”

Step 2: Some students explain their arrangement of the furniture by placing their cut outs on the diagram on the overhead projector and answering questions as to the reasons behind their decisions.

Variations:

- Students can also decide about a colour scheme for their room, e.g.: “You may choose the furniture and up to four of the following colours for your room. As it is the room has white walls and a dark brown carpet. These are the colours: light brown, red, purple, light blue, dark blue, dark green, maroon, yellow, grey, black, orange, pink.”
- The task can be varied by presenting the students with coloured catalogues from furniture shops from which they cut out the pieces of furniture they would like.

Aims:

- Skills* – all four skills
Language – all elements
Other – fun, individualized learning

Level: intermediate**Organisation:** individuals, pairs, groups and class**Preparation:** see Procedure: General Remarks**Time:** a few minutes each lesson for a number of days (or weeks)**Procedure:**

General Remarks: All the tasks for the *Treasure hunt* have to be worked out in advance. Ideally the tasks should be tailor-made for individual students, so that their strengths may be exploited or their special talents used. The basic principle of a treasure hunt is as follows: Each student has to follow instructions and fulfil a certain task. If he does it properly he is rewarded with a piece of information, e.g. a

word or letter. All pieces of information collected by the students have to be combined to find the general solution, i.e. the treasure (A simple version of this type of activity is [39] Jigsaw guessing). It would be quite useful to enlist the help of other English-speaking people so that the tasks for the students can include phoning and letter writing. The prize for finding the solution can be anything from a bag of sweets to a visit to the cinema for an English film. The teacher who knows her class will have lots of ideas about what to choose.

Possible tasks:

(These are suggestions which should be adapted for individual classes.)

- There is a poem on page X in your textbook. Learn it by heart and recite it in the next lesson. You will then get an envelope from your teacher. (Envelope: Your word is: *You*)
- (For two students) Here are the lines of a dialogue all mixed up. Put them in the right order and write your own ending to the dialogue. Act it in front of the class in the next lesson. You will then get an envelope from your teacher. (Envelope: Your word is: *surprise*)
- Here is a text where some words are spelt wrongly. Check with your dictionary to find out the correct spelling. Write down all the letters that were wrong. They make a word. Ask Mrs B. if you found the correct word. (Word: *there*)
- Phone this number X and ask to speak to Mr Z. Find out where he spent his holiday last year, tell him about yours. If you don't make any mistakes he will tell you the next word. (Word: *is*)
- Read this story and tell the class in the next lesson what it is about. Your teacher will give you the next word. (Word: *cupboard*)
- Here are the rules for a new game. Together with students C and D make the materials for the game, so that we can play it next week. Your teacher will give you the next word. (Word: *for*)
- Go and explain the new game to class 2. Play it with them. You will then get the next word from their teacher. (Word: *a*)
- Write a letter to Mrs Y. Ask her for the recipe for trifle. If your letter is without mistakes she will send you the recipe. The word you need is underlined with a red pen in the recipe. Give the recipe to E, F and G. (Word: *in*)
- Record the news on BFBS (AFN) on Monday and write down the text. Bring the recording and the text with you to the lesson on Thursday. Your teacher will tell you the next word. (Word: *the*)

Solution: There is a surprise for you in the cupboard.

When the teacher has worked out the tasks they can be given to the students one by one. Progress in finding the solution can be marked on a special bulletin fixed to the wall in the classroom. In an English language environment the possibilities for tasks are, of course, far greater than e.g.: in Germany. The main point is, though, to adapt the tasks to the individual students and make them practise skills which they will need later on (e.g.: looking words up in a dictionary, following instructions) or which are suited to their interests and capabilities.

(for a detailed description of a treasure hunt see Roth, Rolf W.: “A Treasure Hunt for the Intermediates”, in: *Praxis des neusprachlichen Unterrichts*, 25. Jg. 1978, p. 136–140)

101	Something for everybody
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Aims:

- Skills* – speaking
Language – making suggestions, expressing likes, dislikes and preferences, giving in
Other – cooperation

Level: intermediate/advanced

Organisation: groups, class

Preparation: –

Time: 10–20 minutes

Procedure:

Step 1: The teacher describes the situation: “Imagine that you, that is all of you together, have £20 left over from a bargain sale you organized. You should now think of what you could do with the money so that everyone in the class is satisfied. First write down all the ideas you have without talking about them or commenting on them, then rank them. When you have found one suggestion you all agree on, present it to the class.”

Step 2: The students work in groups.

Step 3: Each group presents its suggestion. The class then tries to agree on a common proposal by arguing and presenting reasons (not by majority vote!).

Remarks:

See [89] Brainstorming and [48] Rank order for descriptions of these procedures.

102	Group holiday	★
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Aims:

- Skills* – speaking
Language – asking for and giving reasons, agreeing and disagreeing, making suggestions, giving in
Other – fair discussion

Level: intermediate

Organisation: groups of 5–7 students

Preparation: handout for each student (see Part 2)

Time: 15–20 minutes

Procedure:

Step 1: The class is divided into groups. Each student receives a handout containing eight suggestions for a two-week holiday. Each group now has to find the one holiday that they would like to have *together*. A decision should be reached by discussion and finding good arguments and not by a majority vote. If the group really cannot agree on a type of holiday they would all like to share, they may present their case to the class for further discussion. Groups may also suggest a kind of holiday not mentioned in the handout.

Step 2: Each group describes the holiday they have chosen and outlines the reason for this choice. The other groups may ask questions or comment.

Variations:

As a follow-up exercise the students can be asked to rank a number of pictures taken from travel brochures. Criteria for ranking may be the interest stimulated by the photos or the degree of adventure inherent in them.

Remarks:

A class discussion as to what students expect from a holiday can follow.

103	Everyday problems
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Aims:

- Skills* – listening comprehension, speaking
Language – describing something, making suggestions, discussing alternatives
Other – helping each other, empathy

Level: intermediate

Organisation: groups of 6–8 students or class

Preparation: –

Time: 10–15 minutes

Procedure:

Individual students describe a problem they have, e.g.: always forgetting one's keys, not being able to remember names, oversleeping, etc. The others try to suggest ways and means of helping with the problem.

Remarks:

A supportive atmosphere is necessary so that students do not feel embarrassed or harassed.

104	Friendly Biscuits Inc.	★
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Aims:

- Skills* – speaking, listening comprehension
Language – asking for information
Other – cooperation

Level: intermediate

Organisation: four groups of students

Preparation: a different handout for each group (see Part 2)

Time: 10–20 minutes

Procedure:

Step 1: The class is divided into four groups. Each group has to find the answers to these questions:

How many men and women work in the management of FRIENDLY BISCUITS INC.? What are their names and jobs?

Each group receives a different handout (see Part 2) which contains only a quarter of the necessary information. The groups have five minutes to decide which pieces of information they need and how they can organize their search for more information. Writing things down is only allowed at each group's “home table”. Members of different groups must not show each other their group handout.

Step 2: The groups have five minutes to interview members of other groups in order to find the answers. The teacher should stress the two rules again: No writing except at the “home table” of each group. No showing of the handouts.

Step 3: After five minutes are over everyone returns to his group, where all information is collected. The answers to the questions are written down and handed to the teacher.

Step 4: The teacher announces which answers are correct.

Variations:

Instead of grouping the students at the beginning this can be done by the students themselves, when each of them has received his handout.

Remarks:

In large classes there could be two groups of each kind (A, B, C, or D).

Friendly Biscuits Inc.

directors:	Ron Preedy	Brenda Pilot	David Parsons
Personal assistant:	Mary Hill	Angela Heinersdorff	Philippa Gordon
Secretaries:	Carole Ward	John Martin	Jean Carter
Typists:	Sheila Rogers	Christina Stead	Roger Haldane
4 men, 8 women			

<i>Skills</i>	– speaking
<i>Language</i>	– all elements
<i>Other</i>	– cooperation

Organisation: individuals, class

Preparation: one copy of the handout (see Part 2) cut into strips, so that each strip carries one sentence (if there are more than 20 students two copies of the handout should be cut up)

Procedure:

Step 1: The teacher draws the following diagram on the board or the overhead projector.

	12	14	16	18	20
Name					
marital status					
pet					
book					
drink					

The situation is outlined to the students: “These are five houses in Baker Street. One person lives in each house. The aim is to find out about each person’s name, whether he or she is married or not, what pet he/she owns, which books he/she likes and what he/she likes to drink. Each of you will get a piece of paper with some information. Share what you know and try to fill in the table.”

Step 2: Each student receives his strip of paper. It should be left entirely to the students how they organize the collection of information. The teacher's sole function is to remind the students to use English, should that be necessary.

1. If there are fewer than 20 students, each student should receive two strips.
2. This activity is built on the jigsaw principle. For more jigsaw exercises see Chapter 4: “Jigsaw Tasks”.

<i>Skills</i>	– reading comprehension, speaking
<i>Language</i>	– all elements
<i>Other</i>	– empathy

Organisation: pairs or groups

Time: 20–30 minutes

Step 1: Each student receives a handout with the letters. The groups decide which letter they would like to discuss. They talk about the problem described in the letter and suggest ways of solving it. A group secretary makes some notes.

Step 2: Each group secretary reports on the problem and the solution.

Step 3: Each group receives a handout with the answers. They talk about the advice given in the answers.

1. Each group is allotted a particular letter.
2. All groups are given the same letter.
3. Every group has to discuss all letters.
4. Half of the groups receive the letters and have to guess at the answers, the other half get the answers and have to guess what the problems are.

Problem pages can be found in most women's and teenager's magazines.

<i>Skills</i>	- reading comprehension, speaking, writing
<i>Language</i>	- all elements
<i>Other</i>	- empathy

Level: intermediate/advanced

Organisation: individuals, class

Preparation: handout (see Part 2), coloured dots (Markierungspunkte) – three per student

Time: 20–30 minutes

Procedure:

Step 1: Each student receives a copy of the two letters and is asked to write a reply for one of them.

Step 2: All replies are put up on the wall (or typed out and duplicated) so that everybody can read them. If there are letters saying the same, only one of these is left up. Each student is given three stickers, coloured dots. These he should stick on those letters which he agrees with most of all. He can use all three dots on one letter or spread them.

Step 3: The three letters ranked most highly in this way are read out and discussed in class.

Step 4: They can be compared to the answers given by the magazine.

C. Situations

11. Miming

No	activity	topic	level	organisation	preparation	time
108	Adverb charade	fact.	beg./int.	pairs/class	✓	10–15
109	Miming people and objects	fact./pers.	beg.	indiv./pairs/groups	✓	10–15
110	Daily life	fact./pers.	beg./int.	groups	✓	15–20
111	Hotel receptionist	fact.	int.	class/groups	✓	15–20
112	Messages	fact.	int.	pairs	✓	15–20

pers. = personal; fact. = factual; beg. = beginners; int. = intermediate; adv. = advanced; indiv. = individuals; groups = small groups; pairs = two people working together; teams = two large groups of equal size; class = everybody working together; Part 2 = material for the exercise is to be found in Part 2.

In den Übungen dieses Kapitels geht es darum, mimisch Handlungen, Objekte oder Personen darzustellen, die von den anderen geraten werden müssen. Das Mimen geschieht einzeln oder in Paaren bzw. Kleingruppen vor der Klasse. Besonders für schüchterne, gehemmte Menschen kann es äußerst peinlich sein, sich in der „Öffentlichkeit“ produzieren zu müssen. Das sollten Sie berücksichtigen, wenn Sie zum ersten Mal pantomimische Ratespiele durchführen. Nach etwas Erfahrung mit solchen Übungen gibt sich diese Scheu vor dem „Auftreten“ in gewissem Maße. Da gute Darstellungen das Raten leichter machen, kann es passieren, daß ungeschickte Darsteller – zumeist die Schüchternen – weniger geschätzt werden.

Abgesehen von diesen möglichen psychologischen Hemmnissen beim Einsatz von mimischen Ratespielen gibt es eine Anzahl von Gründen, die für die Verwendung im Unterricht sprechen. Beim Raten handelt es sich um echtes Kommunizieren in der Fremdsprache, „Miming Exercises“ machen Spaß, und sie schulen die Beobachtungs- und Improvisationsgabe. Schließlich sind sie auch deshalb wertvoll, weil sie die Aufmerksamkeit auf die oft vergessenen Kommunikationshilfen der Mimik und Gestik lenken. An fremdsprachlichem Übungsertrag bieten sie ein Trainieren der Frageformen und ein Ausdrücken von Vermutungen.

Weitere Anregungen zu mimischen Übungen im Fremdsprachenunterricht geben u.a. Caré/Debyser 1978, Dixey/Rinvogluceri 1978, Dubin/Margol 1977, Maley/Duff 1978 und 1982.

108 Adverb charade

Aims:

- Skills* – speaking
- Language* – asking yes/no questions, adverbs
- Other* – fun

Level: beginners/intermediate

Organisation: pairs, class

Preparation: about 50 small pieces of paper

Time: 10–15 minutes

Procedure:

Step 1: The pieces of paper are distributed, so that each student receives two. On one piece of paper he writes a simple action, e.g.: eating a banana, knitting, reading a paper, on the other an adverb, e.g.: angrily, badly, cautiously, etc. All pieces of paper are put in two piles face down.

Step 2: Each student teams up with a partner. The first pair of students come to the front of the class. One draws a piece of paper from the “action-pile”, the other from the

adverb pile. Both mime their action in the manner described by the adverb. The rest of the class guess.

Variations: This can be played as a competitive team game.

109 Miming people and objects

Aims:

- Skills* – speaking
- Language* – making conjectures, asking questions
- Other* – observation, fun

Level: beginners

Organisation: individual, pairs, groups

Preparation: several piles of small pieces of paper with descriptions of people (e.g.: an old man, a fat bus conductor) names of objects, photos of people and objects

Time: 10–15 minutes

Procedure:

Instructions as to what the students have to mime can be given verbally or visually through drawings or photos. The individual mimes can be organised in one of the following ways:

1. Every student draws a piece of paper from a pile and mimes the person or the object. The others guess.
2. Two or three students combine their miming tasks to mime a short scene together. The others observe and make suggestions about the people and objects in the mime.
3. Each group of students is given the same people and objects to mime. Performances and different realisations are discussed.
4. Chain mime. One student starts by miming his object/person. Another student joins him until up to ten students are involved in miming a situation.

Remarks:

The number of variations for mimes is probably infinite and there is plenty of scope for the creative teacher.

110 Daily life

Aims:

- Skills* – speaking, writing
- Language* – asking questions, stating one's opinion, making suggestions, agreeing and disagreeing
- Other* – observation, fun

Level: beginners/intermediate

Organisation: groups of 3–5 students

Preparation: short dialogues on individual pieces of paper, some real objects as props

Time: 15–20 minutes

Procedure:

Step 1: Each group of students receives a different dialogue and has five minutes in which to organise the miming. They decide who takes which role, what props are needed.

Step 2: Each group performs their mime in turn. After each performance the students in the audience suggest what the mime could be about.

Variations:

1. Each group may speak just one sentence of the dialogue during the mime.

2. For advanced students: During each mime the students in the audience make some notes on the topic and roles of each mime. When they have watched all mimes they argue within their groups to work out a list of all the topics/roles for the mimes.

Remarks:

Suitable dialogues can be found in textbooks.

111	Hotel receptionist
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Aims:

Skills – speaking (reading comprehension)

Language – all kinds of questions, expressing understanding, asking for confirmation

Other – observation, fun

Level: intermediate

Organisation: class, groups of 5–8 students

Preparation: at least as many messages as there are students on small slips of paper

Time: 15–20 minutes

Procedure:

Step 1: The teacher explains the situation. “The setting is a hotel in an English-speaking country. The parts are those of the hotel receptionist and a guest staying at the hotel. The guest has a very bad cold and has lost his voice due to a sore throat. Therefore he has to communicate with the hotel receptionist by miming.” In the first two or three rounds the teacher takes over the part of the hotel receptionist. The guest is played by one of the students. This student draws a slip of paper with a message on (e.g.: It’s very cold in my room. I could not turn the radiators on. Could you send someone up to have a look?) and as the guest mimes his request while the hotel receptionist guesses (e.g.: Are you cold? No? I see your room is cold. You tried to turn on the heating?, etc.). The rest of the class should help the teacher (receptionist) figure out the request. The receptionist’s task is finished when he has found out the exact message. (In the example given above the statement “You are cold and the heating is not on.” would not be enough.)

Step 2: The students are divided into groups. The members of each group sit down in a circle and take turns in playing the guest and the hotel receptionist. Each group has a supply of messages to draw from.

Variations:

1. The setting is changed to a Lost Property Office where students have to claim through mime objects they lost. The objects are written on small pieces of paper.

2. In addition to miming, drawing may be allowed.

Possible messages

I have to catch an early train tomorrow. Could I be woken at 5.30 a.m., please?

I am going out now. I am expecting a phone call from my wife. Could you please tell her that I’ve lost my voice and have written a letter to her?

I have forgotten the number of my room.

Where is the nearest post office?

Can you get two opera tickets for tomorrow night? But only if there are seats in the first fifteen rows.

Can you change a five-pound note into 10p pieces?

I’d like to go on a sightseeing tour around the town tomorrow. When do they leave? How long do they take and how much do they cost?

Is there a heated indoor swimming pool in the town? How far is it?

Somebody has put a crocodile in my bath. Please come quickly.

There’s a very funny noise coming from the room next to mine. I’m afraid that somebody could be ill.

(idea taken from Maley/Duff 1978, 41–50)

112	Messages
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Aims:

Skills – writing, speaking

Language – expressing one’s opinion, making conjectures, saying something is right/wrong

Other – fun

Level: intermediate

Organisation: pairs

Preparation: as many pieces of paper with messages on as there are students, pencil and paper

Time: 15–20 minutes

Procedure:

Step 1: Each student takes a message which he is not allowed to show to anybody else in class. Then the students find a partner.

Step 2: All students stand around the walls of the classroom making sure that their partner is as far away as possible. The first student of each pair mimes his message to his partner. That is, half of the class are miming, the other half are watching. The observing partners write down the message as they interpret it. Then the second students of each pair mime their message.

Step 3: Everyone sits down with his partner and tells him what he thought the message was. Then the original messages are read out.

Messages:

I’d like to go to the cinema with you. Meet me at my house at 7 p.m.

Can I borrow your record player? Mine is broken.

I am having a party on Saturday. Can you come?

Could we do our homework together this afternoon?

I am going to go shopping tomorrow to get a new bicycle.

Do you want to come?

You have to do some shopping. Get 4 pounds of apples, two bottles of lemonade and some toilet paper.

I found a red purse on the floor. It has £2.50 in it. Is it yours?

Go to the library and get a book on cats.

Your trousers have split.

There is a big white stain on your pullover. It’s right under your left arm.

12. Role Play and Simulations

No	activity	topic	level	organisation	preparation	time
113	Telephoning	fact.	int./adv.	pairs	Part 2	15–20
114	TV interview	fact.	int./adv.	groups	–	20–30
115	Talk show	fact./pers.	int./adv.	groups/class	✓	45–90
116	Controversy in the school	fact.	int./adv.	groups/class	Part 2	20–45
117	The XY society	fact.	int./adv.	groups/teams/class	–	5–8 hrs.
118	Swap shop	fact./pers.	int.	indiv.	✓	20–30
119	Interview for a job	fact.	int.	groups	✓	30–45
120	Making a radio programme	fact.	int./adv.	pairs/groups/class	✓	3–5 hrs.

pers. = personal; fact. = factual; beg. = beginners; int. = intermediate; adv. = advanced; indiv. = individuals; groups = small groups; pairs = two people working together; teams = two large groups of equal size; class = everybody working together; Part 2 = material for the exercise is to be found in Part 2.

Rollenspiele und Simulationen lassen sich nicht scharf voneinander trennen, da es sich bei beiden Spielformen um Darstellungen von Ausschnitten aus der Realität handelt. Simulationen sind jedoch die strukturell stärker festgelegten und thematisch wie situativ umfassenderen Aktivitäten, die oftmals Rollenspiele einschließen. "Simulations are simplified patterns of human interactions or social processes where the players participate in roles" (Davison/Gordon 1978, 55). Ein von zwei Schülern dargestelltes Gespräch zwischen einer Verkäuferin und einem Kunden ist also ein Rollenspiel, aber keine Simulation.

Rollenspiele dieser Art gehören schon lange zum methodischen Repertoire des Fremdsprachenlehrers und dem Inventar der Lehrwerke. Seit Beginn der siebziger Jahre wird für den muttersprachlichen Unterricht und die gesellschaftsorientierten Fächer wie Sozialkunde und Geschichte die Durchführung von problemorientierten Rollenspielen empfohlen, die zur Emanzipation der Schüler von gesellschaftlichen Zwängen beitragen sollen (vgl. z.B. Kochan 1974, Coburn-Staeger 1977). Für den Englischunterricht wird eine Verwendung von problemorientierten Rollenspielen mit emanzipatorischen Zielen nur selten und dann mit Vorbehalten gefordert (so z.B. von Löffler 1979). Das heißt jedoch nicht, daß die für den Englischunterricht gedachten Rollenspielmaterialien (z.B. Heyworth 1978, Lynch 1977, Menné 1975, Seely 1978, Walker 1979) realitätsferne Harmonie widerspiegeln. Im Gegenteil, das Spektrum der Themen reicht vom Umweltschutz über den Generationenkonflikt zu Schule, Freundschaft und Vandalismus. Ausschlaggebend für die Wahl der Themen bei den folgenden Rollen- und Simulationsspielen war in erster Linie das Bemühen, motivierende und ergiebige Sprechsituationen zu schaffen, nicht jedoch allgemein-pädagogische Zielvorstellungen.

Zum Einsatz von Simulationen bzw. Simulationsspielen im Fremdsprachenunterricht gibt es bisher kaum Vorschläge und Erfahrungsberichte. Eine Ausnahme bildet eine Veröffentlichung des British Council (Herbert/Sturtridge 1979), die neben einer kurzen Einführung in die Thematik vier Simulationen für den Englischunterricht enthält. Als geeignet erscheinen jedoch auch solche für den englischsprachigen Markt produzierten Simulationen, in denen kein Spezialwissen in einem bestimmten Fach verlangt wird (z.B. das Gesellschaftsspiel "Starpower").

Die in diesem Kapitel zusammengestellten Rollenspiele und Simulationen sollen zeigen, welche Möglichkeiten es neben der Umsetzung von Lehrbuchdialogen und -situationen und den bisher veröffentlichten Rollenspielmaterialien für die Organisation eigener Spielideen gibt. Das Kapitel enthält

zwei Simulationen ([117] The XY society, [120] Making a radio programme), für deren Durchführung im ersten Fall keine, im zweiten Fall nur wenige Materialien notwendig sind. Inhaltlich lassen sich beide Vorschläge leicht an die Interessen Ihrer Lerngruppe anpassen.

Als Vorlage zu den Rollenspielen, die sich nicht an einen vorgegebenen Text (Dialog) anlehnen, dienen *cue cards* und *role cards*. Die Arbeitsblätter für Übung [113] Telephoning sind eher *cue cards*, da sie die Inhalte dessen, was die Spieler im Rollenspiel sagen, bestimmen. Zu der Übung [119] Interview for a job gibt es *role cards* für jede Rolle, auf denen zwar genaue Angaben über Vorlieben oder Einstellung der betreffenden Person gemacht werden, die jedoch keine Hilfen für die sprachliche Ausgestaltung der Rolle geben (Ein Beispiel für die sprachliche und inhaltliche Steuerung durch *cue cards* gibt Übung [47] Question and answer cards).

Rollenspiele stellen hohe sprachliche Anforderungen an die Teilnehmer, wenn es darum geht, nicht nur situationsadäquat, sondern auch rollenkonform zu (re)agieren. Selbst fortgeschrittene Lernende, z.B. Englischstudenten, verfügen meist nur über ein Register in der Fremdsprache und beherrschen nur einige der Wendungen, die für die Aufrechterhaltung eines Gesprächs und die Überleitung von einem Thema zum nächsten notwendig sind. Wenn sie in sprachlicher Hinsicht (durch Hörübungen mit authentischem Englisch und Bereitstellen der Redemittel) ausreichend vorbereitet werden, können Rollenspiele hier gezielt Abhilfe schaffen.

Rollenspiele fördern vorrangig den mündlichen Gebrauch der Fremdsprache; Simulationsspiele üben alle vier Fertigkeiten. Da Simulationen in der Regel aus sehr vielen Phasen bestehen, in denen von den Teilnehmern unterschiedliche Aufgaben erfüllt werden, lassen sich die von allen zu beherrschenden Strukturen, Wörter und Sprechakte nur sehr schwer voraussehen. Eine Simulation ist daher vorwiegend eine Anwendungs- und Transfersituation für bereits Gelerntes, die es dem Spielleiter gestattet, durch Beobachtung Defizite festzustellen, die bei anderer Gelegenheit aufgearbeitet werden.

Rollenspiele lassen sich an eine Reihe von Übungen in diesem Buch anschließen, so z.B. an [106] und [107] Problem page (I) und (II). Aus der umfangreichen Literatur zum Rollenspiel im Fremdsprachenunterricht wird im folgenden eine Auswahl gegeben. Zur Begründung des Einsatzes von Rollenspielen im Englischunterricht: Löffler 1979, British Council 1977, ZE-Diskussion 1977. Anregungen zur thematischen Ausrichtung und/oder unterrichtspraktischen Durchführung von Rollenspielen: Dixey/Rinvolucry 1978, Fletcher/Birt 1979, Heyworth 1978 und 1982, Löffler/Kuntze 1980,

Lynch 1977, Maley/Duff 1978, Menné 1975, Seely 1978. Zum Simulationsspiel im Unterricht: Davison/Gordon 1978, Learning for Change 1977, Lehmann 1977, Lehmann/Portele 1976, Taylor/Walford 1972. Zum Simulationsspiel im Englischunterricht: British Council 1977, Herbert/Sturtridge 1979. Zum darstellenden Spiel im Englischunterricht: Amtmann 1967, Macht et al. 1977.

113	Telephoning	★
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Aims:

- Skills* – speaking (writing)
Language – insisting, interrupting, directing the conversation, hesitating, expressing uncertainty
Other – improvisation, flexibility in using the foreign language

Level: intermediate/advanced

Organisation: pairs

Preparation: role cards (see Part 2)

Time: 15–20 minutes

Procedure:

Step 1: The class is divided into two teams (A and B) and each team into subgroups of three to five students. Each A-group receives a copy of an A-role card, each B-group a copy of a B-role card (see Part 2). The students in each group work out some phrases which they could use in the telephone conversation indicated on the role card.

Step 2: One person from an A-group and one from a B-group act the telephone conversation in front of the group. Up to four more pairs give their version as well. This procedure is repeated with different role cards.

Variations:

With advanced students the preparation phase may be shorter, i.e. two students draw an A-role card and a B-role card, respectively, think of what they could say for one minute and then act out the telephone conversation.

114	TV interview
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Aims:

- Skills* – speaking, writing
Language – describing something, (present simple) questions, introducing someone
Other – thinking about the ideal family

Level: intermediate/advanced

Organisation: groups of 4 to 6 students

Preparation: –

Time: 20–30 minutes

Procedure:

Step 1: One of the groups has to prepare the role of the interviewer and write down questions the interviewer could ask the ideal family. All the other groups represent an ideal family; they should allocate the different roles within the group and talk about the personalities, ways of behaviour and ideas of the people in their ideal family.

Step 2: Each ideal family is interviewed by a different interviewer in turn in front of the class. At the beginning of the role play each member of the family introduces either himself or another family member.

Step 3: Since a lot of the students' values and ideals regarding families will have become obvious they should be discussed afterwards.

Variations:

Other ideal groups can be interviewed, e.g.: "ideal holiday group", "ideal flat-sharing group".

115	Talk show
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Aims:

- Skills* – speaking
Language – introducing somebody, describing one's job/hobby, asking all kinds of questions
Other – imagination, fun

Level: intermediate/advanced

Organisation: groups, class

Preparation: video equipment (optional)

Time: 45–90 minutes

Procedure:

Step 1: There are two alternatives as to how the talk show can be organized:

1. The students play themselves; then the activity belongs to the warming-up category and students act to know each other better. Each student writes his name on a piece of paper.

2. The students write out role cards for fictitious people, which are shuffled and handed out. Each student writes the name of his fictitious person on a piece of paper.

One group of four to six students are the talk masters of the show. They prepare suitable questions for three topics each.

Step 2: Each talk master is allotted about the same number of people to interview (there should not be more than 5 interviews per talk master). Each talk master draws a certain number of role cards or name cards (if every student plays himself) from the general pile. Each talk master tells his group which topics he wants to ask them about and how he is going to interview them.

Step 3: Each group consisting of one talk master and up to five people being interviewed act their talk shows in front of the class, the rest of the class acting as audience. The members of the audience may write down additional questions or suggestions regarding the topic, the people interviewed or the talk master himself. The talk show is interrupted after ten minutes, the questions from the audience read out and answered. Then it is the turn of the next group to present their talk show.

If video equipment is available the talk shows can be recorded and discussed at a later stage or shown to other classes.

Remarks:

Letting each group perform could lead to boredom in big classes. One could either decide on the two or three groups by lot or space the performances out, asking one group per week.

116	Controversy in the school	★
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Aims:

- Skills* – all four skills
Language – all elements
Other – cooperation

Level: intermediate advanced

Organisation: groups, class

Preparation: handouts (see Part 2)

Time: 20–45 minutes

Procedure:

Step 1: Each student receives a handout. All texts are read and language difficulties cleared up.

Step 2: Students are then divided into groups. One group prepares arguments parents might put forward, another group thinks of the point of view of the pupils concerned. All in all there can be up to eight different groups dealing with each other: the parents, teachers, principal (headmaster), pupils of different age groups, local press and school administration (local education authority). The groups arrange meetings, e.g.: the parents want to talk to the headmaster, the local press interview teachers and pupils.

Step 3: The final step can be a panel discussion with a representative of each group on the panel.

Variations:

1. Instead of arranging meetings each group can produce a leaflet/poster outlining their position.
2. All kinds of issues can be dealt with in this type of activity, e.g.: pollution control, campaigning for a new playground/playground, fighting against a new motorway, etc.

(adapted from Learning for Change 1977, 76–77)

117	The XY society
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Aims:

- Skills* – all four skills
Language – all language elements
Other – fun

Level: intermediate/advanced

Organisation: groups, teams, class

Preparation: –

Time: 5–8 hours

Procedure:

The activity follows the steps outlined in the diagram below (adapted from Syed 1978). The first step involves agreeing on the aim of the society to be founded and naming it. The society can have a “nonsense purpose” like making trousers the compulsory dress for everyone (TROUSERS SOCIETY) or a real one like founding a debating club at school (DEBATING SOCIETY). It will largely depend on the students’ and teacher’s interests which type of society is chosen.

SOCIETY ACTIVITY	CLASSROOM ACTIVITY	STRUCTURE AND VOCABULARY
A Meeting to found a society	Discussion of aims	Present Simple and Continuous We'd like to ... We'll ... We have to ...
B Election of office bearers	Election of chairperson, secretary, treasurer and the committee	nominate, second, ballot, majority, deals with ...
C Agenda for a forthcoming meeting	Drawing up an agenda	I propose/suggest ... , dates, numbers
D Items on the agenda: fund-raising, publicity, demonstration	Debate, note-taking, letter-writing, finding a motto, designing posters	... should ... , ... could ... , ... might ...

E Rules	Discussion	Members will have to ... , ... must never ...
F Membership forms and cards	Devising and designing application form and membership card	Have you ever been to ... ? Are you married ... ? Names?
Further activities:	preparation of newsletter, radio or TV programme about the society	

Variations:

Any of the steps from the table can be tackled on its own. The students are then given the information which is necessary, e.g.: if the teacher wants them to practise writing skills Step D is appropriate. The students would then have to be told the name and purpose of the society.

(idea taken from Syed 1978)

118	Swap shop
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Aims:

- Skills* – speaking
Language – offering something, expressing interest, describing, adjectives, if-clauses
Other – fun (swapping things)

Level: intermediate

Organisation: individuals

Preparation: real objects brought in by the students, tables of the classroom are pushed to the walls so that people can walk around

Time: 20–30 minutes

Procedure:

Step 1: The swapping can use either real objects which students have to bring along (ask them a week before-hand!) or with objects drawn on pieces of paper. Everyone has brought one or more things he wants to swap.

Step 2: About half of the students display their objects on tables whereas the others walk around the tables to have a look and offer their things for swapping.

Variations: If objects drawn or described on paper are used the papers are displayed on the wall for a few minutes. Students have a look at what is offered and try to swap with the other student direct.

119	Interview for a job
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Aims:

- Skills* – speaking
Language – asking questions, stating one’s intentions, giving information about oneself
Other – preparation for possible real life situation

Level: intermediate

Organisation: five groups

Preparation: a handout for each group (see Part 2 [55] Looking for a job)

Time: 30–45 minutes

Procedure:

Step 1: The class is divided into five groups. One group represents Lindon Borough Council, each of the four remaining groups, one of the four applicants. Lindon Borough Council group receive the full handout, each of the other groups get the advertisement and their own application.

Step 2: The Borough Council group work out the questions they would like to ask each applicant. The applicants prepare the answers/statements for the questions they think will be asked.

Step 3: The Borough Council group split in two groups, each interviewing two of the applicants (these are chosen by the group who prepared the interview) simultaneously while the other members of each applicant's group watch and listen.

Step 4: The Borough Council group come together again and report on the interviews they conducted. Then they decide which applicant to accept. Meanwhile the applicants talk about the interviews and give their impressions of what was said.

Remarks:

In large classes more applicants for the job can be made up.

120

Making a radio programme

Aims:

- Skills* – all four skills
- Language* – all elements
- Other* – working on a task which yields something that can be played to others

Level: intermediate/advanced

Organisation: class, groups, pairs

Preparation: tape recorder and microphone, cassette recorder or record player with sound effects record/cassette and music cassette/record, collection of magazine and of newspaper articles with human interest stories, the use of more than one room

Time: 3–5 hours

Procedure:

Step 1: Students work on their own or together in groups or pairs. The end product should be a radio programme of

10 to 20 minutes length with short interviews or commentaries separated by advertising and music. Students work on different parts of the programme and a work schedule has to be written up first of all with the different tasks clearly specified.

Example:

- Selecting and recording the music – 2 students
- Presenters of the programme – 2 students
- Sound effects – 2 students
- First interview – 5 students
- Second interview – 4 students
- Advertisements – 6 students
- Commentary – 3 students
- Short sketch – 3 students

More items for the programme can be introduced with larger classes.

Step 2: The students preparing the interviews and the commentary look through the newspaper articles to find suitable topics. When they have found a story they think interesting they decide on whom to interview (e.g.: in a case of truancy they might want to record an interview with the pupil concerned, his teacher and parents) and write up the questions with the help of the teacher. The students working out the advertisements look through some magazines to find ideas they want to adapt. The teacher moves from group to group to help and correct written material.

Step 3: Before the final recording each group presents its part of the programme. Last alterations are made. The presenters work out their introductory remarks to each part of the programme. The sequence of the individual interviews is fixed.

Step 4: Final recording.

Remarks:

A radio programme like this can be a valuable listening exercise for other classes. It is surprising how many original ideas the students will come up with once they get interested in the project.

13. Stories

No	activity	topic	level	organisation	preparation	time
121	Chain story	fict.	beg./int.	class	✓	10–20
122	Newspaper report	fact./fict.	int.	groups	✓	20–30
123	Picture stories	fact.	int.	pairs/indiv.	✓	15–20
124	Letters and telegrams	fact.	adv.	indiv.	Part 2	10–20
125	Keep talking	fact./pers.	int./adv.	indiv.	✓	5–15

pers. = personal; fact. = factual; fict. = fictitious; beg. = beginners; int. = intermediate; adv. = advanced; indiv. = individuals; groups = small groups; pairs = two people working together; teams = two large groups of equal size; class = everybody working together; Part 2 = material for the exercise is to be found in Part 2.

Diese Übungen sollen die Lernenden dazu bringen, in wenig strukturierten Situationen zusammenhängende Texte zu produzieren. Phantasie und sprachliches Können spielen dabei gleichermaßen eine Rolle. Hilfen für die inhaltliche Gestaltung sind in [121] Chain story die verteilten Einzelwörter, in den beiden folgenden Übungen ([122] Newspaper report und [123] Picture stories) Fotografien bzw. Zeichnungen. In sprachlicher Hinsicht verlangen die Übungen von den Lernenden die Aktivierung alles bisher Gelernten. Sie sind deshalb als allgemeine Transferübungen und kaum zur Auffrischung eng begrenzter Lernziele geeignet. Letzteres erreicht man besser mit Lückentexten. Übungen, die in ähnlicher Weise nicht an sprachliche Teilernziele gebunden sind, sich jedoch durch ihre Organisationsform (Dialogstruktur) unterscheiden, sind [61] Mad discussion und [62] Secret topic.

121 Chain story

Aims:

- Skills* – speaking
- Language* – simple past
- Other* – imagination, flexibility

Level: beginners/intermediate

Organisation: class

Preparation: small slips of paper with one noun/verb/adjective on each of them, as many pieces of paper as there are students

Time: 10–20 minutes

Procedure:

Step 1: Each student receives a word slip.

Step 2: The teacher starts the story by giving the first sentence, e.g.: It was a stormy night in November. One pupil (either a volunteer or the one sitting nearest to the teacher) continues the story. He may tell up to three sentences and must use the word on his slip of paper. The next student goes on.

Variations:

Each student is also given a number. The numbers determine the sequence in which the students have to contribute to the story.

Remarks: One can direct the contents of the story to a certain degree by the choice of words.

122 Newspaper report

Aims:

- Skills* – writing
- Language* – reporting events, past tenses, passive
- Other* – imagination

Level: intermediate

Organisation: groups

Preparation: a large number of photographs taken from magazines and newspapers

Time: 20–30 minutes

Procedure:

Step 1: Each group is given five pictures of which they have to use three. Their aim is to write a newspaper report linking these three pictures.

Step 2: When each group has chosen its picture the report is written.

Step 3: The reports are read out and the pictures shown to the class.

Variations:

1. Each group chooses three pictures which another group has to write about.
2. After Step 2 all pictures are displayed on the wall. When the reports are read out the others have to guess which pictures fit the text.
3. The reports are taken as starting points for interviews and role plays.

Remarks:

If unusual and widely different pictures are chosen the result can be very funny.

123 Picture stories

Aims:

- Skills* – writing
- Language* – describing something, dialogue

Level: intermediate

Organisation: pairs or individuals

Preparation: pictures from magazines and cartoon strips with the speech bubbles blanked out

Time: 15–20 minutes

Procedure:

Students have to find texts for the pictures or fill in the dialogue in the speech bubbles.

Variations:

1. If more than one pair of students receive the same pictures/cartoon strips their results can be compared.
2. One pair of students fills in the first speech bubbles then hands the cartoon strip on to the next pair who in turn receive a new one.

124	Letters and telegrams	★
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Aims:

- Skills* – writing, reading comprehension
Language – nouns, verb forms
Other – recognizing redundancy

Level: advanced

Organisation: individuals

Preparation: a copy of the letter (Part 2) for each student

Time: 10–20 minutes

Procedure:

Each student receives a copy of a letter (see Part 2 for an example) and is asked to write two telegrams for it, one with 24, one with 12 words. The telegrams are read out and compared.

Variations:

Students receive different letters.

125	Keep talking
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Aims:

- Skills* – speaking
Language – all elements
Other – improvisation, flexibility, imagination

Level: intermediate/advanced

Organisation: individuals

Preparation: slips of paper with both a sentence and a topic written on them

Time: 5–15 minutes

Procedure:

A student draws a piece of paper and keeps talking for one minute about that topic using the sentence to begin.

Example for topic cards:

- | | |
|--------------|---|
| Smoking | If a cigarette cost £1 a lot of people ... |
| Homesickness | When I was a little boy/girl, ... |
| Pets | I used to have ... / I would like to have ... |
| Parents | There are no certificates for good parents. ... |
| Clothes | I like ... |
| Chewing gum | Animals don't chew chewing-gum. ... |

Variations:

1. This can be played as a team contest.
2. The topic and sentence cards can be prepared by the students.

Remarks:

This activity can be used to revise topics that were dealt with in class.

III. Anhang

A. Register der Übungen

1. Alphabetisches Verzeichnis

Übung	Nr.	Seite	Materialien	Organisation	Dauer	Lernziele – Aktivitäten
A day in the life	20	22	–	Gruppen	15–20	Tagesablauf erfinden und erfragen
Adverb charade	108	56	Zettel	Paare, Klasse	10–15	Handlungen mimen und raten
Ageless	46	31	Fragen	Gruppen, Klasse	10–20	Fragen zum Altern diskutieren
Aims in life	80	45	Teil 2	Einzelarbeit, Gruppen	15–20	Lebensziele beschreiben und begründen
Alternatives	92	49	Problem-situationen	Klasse	5–20	Handlungsmöglichkeiten auflisten und diskutieren
Atoms	9	16	Musik, Aufträge, Raum	Klasse	15–30	Anordnungen verstehen und ausführen
Awards	75	42	–	Klasse, Gruppen	25–45	Auszeichnungen erfinden und begründet verteilen
Back to back	11	17	Musik	Paare	10–20	Aussehen und Kleidung beschreiben
Baker Street	105	55	Teil 2	Einzelarbeit, Klasse	5–15	Denkaufgabe gemeinsam lösen
Brainstorming	89	48	–	Gruppen	5–15	Möglichst viele Ideen finden und aufschreiben
Chain story	121	62	Zettel	Klasse	10–20	Gemeinsam Geschichte erzählen
Choosing pictures	8	15	Bilder	Einzelarbeit	15–20	Bildauswahl begründen
Coffee-potting	24	23	Raum	Teams	10–15	Handlungen raten
Comments	68	41	–	Klasse	15–20	Kommentare zu Personen schreiben und diskutieren
Consequences	91	49	Arbeitsblatt	Gruppen, Klasse	10–20	Handlungsfolgen angeben und diskutieren
Controversy in the school	116	59	Teil 2	Gruppen, Klasse	20–45	Rollenspiel in Gruppen vorbereiten
Daily life	110	56	Dialoge	Gruppen	15–20	Dialoge darstellen und raten
Definitions	26	23	Wörterbuch	Klasse, Teams	10–20	Definitionen erfinden und Wortbedeutung raten
Desert island (I)	52	34	–	Paare, Klasse	10–20	Gegenstände auswählen und Wahl begründen
Desert island (II)	94	51	–	Einzelarbeit, Paare, Gruppen	10–20	Zum Überleben notwendige Gegenstände aufschreiben
Desperate decision	96	52	Teil 2	Gruppen	30–40	Problemlösungen finden, begründen und diskutieren
Discussion wheel	76	43	Teil 2, Würfel	Gruppen	15–25	Themen diskutieren
Everyday problems	103	54	–	Gruppen, Klasse	10–15	Persönliche Probleme darstellen und erörtern
Find someone who ...	44	30	Teil 2	Einzelarbeit, Klasse	10–20	Andere Lernende gezielt befragen
Fire	97	52	–	Einzelarbeit	5–10	Gegenstände aufschreiben und Wahl begründen
Four corners	77	43	Schilder	Klasse, Gruppen	20–30	Vorlieben in wechselnden Gruppen vergleichen und erörtern
Friendly Biscuits Inc.	104	54	Teil 2	Gruppen	10–20	Problem durch Befragen anderer lösen
Futures	67	40	Teil 2	Einzelarbeit, Gruppen	20–30	Tabelle ausfüllen und diskutieren
Getting it together	40	28	Teil 2	Gruppen	20–45	Gemeinsame Erfahrungen diskutieren
Go and find out	43	30	Teil 2	Einzelarbeit, Klasse	15–30	Meinungsbild der Gruppe erstellen, Informationen durch Fragen sammeln
Good teacher	58	36	Teil 2	Einzelarbeit	15–20	Eigenschaften in Rangordnung bringen
Group holiday	102	54	Teil 2	Gruppen	15–20	Sich auf gemeinsames Ferienziel einigen
Group interview	14	19	–	Gruppen	5–15	Fragen stellen und beantworten
Groupings	10	16	Teil 2	Klasse, Gruppen	5–10	Worte etc. einander zuordnen
Guide	50	33	Teil 2	Gruppen	15–30	Sehenswürdigkeiten für eine ausländische Delegation auswählen
Guided interviews	16	19	Teil 2	Paare, Gruppen	15–25	Sich gegenseitig interviewen

Übung	Nr.	Seite	Materialien	Organisation	Dauer	Lernziele – Aktivitäten
Hidden sentence	28	24	Satzkarten	Teams, Einzelarbeit	20–30	Ein Gespräch lenken
Hotel receptionist	111	57	Satzkarten	Klasse, Gruppen	15–20	Eine Bitte mimen
Ideal day	87	47	–	Einzelarbeit	20–30	Einen idealen Tagesablauf beschreiben
Identity cards	4	14	Pappe, Tesakrepp, Teil 2	Paare	10–30	Einen Partner interviewen und vorstellen
I'd rather be ...	86	46	Wortliste	Klasse	5–15	Assoziationen beschreiben
Information search	37	27	Teil 2	Gruppen	10–15	Einzelinformationen zusammensetzen
Insurance	57	36	Liste	Teams	30–40	Versicherungen anpreisen, Motive erläutern
Interview for a job	119	60	Teil 2	Gruppen	30–45	Rollenspiel zur Stellenbesetzung
Interview topics	18	20	–	–	–	–
Jigsaw guessing	39	28	Teil 2	Einzelarbeit, Gruppen, Klasse	5–15	Gemeinsam Rätsel lösen
Job prestige	59	37	–	Paare	15–20	Berufe in eine Rangordnung bringen
Keep talking	125	63	Satz-, Themenkarten	Einzelarbeit	5–15	Zu einem Thema frei sprechen
Letters and telegrams	124	63	Teil 2	Einzelarbeit	10–20	Zu einem Brief ein Telegramm schreiben
Lie detector	23	22	–	Gruppen	10–15	Wahre von unwahren Antworten trennen
Lifestyle	79	45	Gegenstände	Paare	10	Bedeutung von Gegenständen für einen selbst erläutern
Looking for a job	55	35	Teil 2	Gruppen	20–40	Stellenbewerber auswählen
Mad discussion	61	39	Wortkarten	Teams	20–30	Spontan etwas verteidigen
Magic shop	69	41	Wortkarten	Einzelarbeit	15–20	Um Eigenschaften handeln
Making a radio programme	120	61	Texte, technische Geräte	Gruppen, Paare, Klasse	3–5 Std.	Ein Radioprogramm schreiben und aufnehmen
Messages	112	57	Satzkarten	Paare	15–20	Eine Botschaft mimisch übermitteln
Messenger	38	28	Legosteine	Gruppen	10–15	Etwas so beschreiben, daß es nachgebaut werden kann
Miming people and objects	109	56	Wortkarten	Einzelarbeit, Paare, Gruppen	10–15	Mimische Darstellungen erraten
Miracle workers	84	46	Teil 2	Einzelarbeit, Gruppen, Klasse	20–40	Lebensziele reflektieren
Most names	22	22	Namenskarten	Einzelarbeit	15–25	Persönlichkeiten raten
Name circle	2	14	–	Klasse	5–10	Namen der Gruppenmitglieder lernen
Name tags	3	14	farbiger Karton, Scheren	Einzelarbeit	10–15	Namensschilder entwerfen und erläutern
Names	1	13	Zettel	Klasse	5–10	Namensträger herausfinden
NASA game	53	34	Teil 2	Einzelarbeit, Paare	10–15	Gegenstände auswählen
New rules	27	23	–	Gruppen	15–25	Spielregeln erfinden und erraten
Newspaper report	122	62	Fotos	Gruppen	20–30	Zu Bildern eine Reportage schreiben
One day in London	98	52	–	Paare	15–20	Einen Tag in London planen
Opinion poll	15	19	Teil 2	Gruppen	30–45	Meinungsumfrage durchführen
Optimists and pessimists	73	42	–	Teams	5–15	Optimistische und pessimistische Aussagen machen
Ordering	33	26	Comic-Strips	Paare	10–15	Einzelbilder eines Comic-Strip ordnen
Our room	99	53	Teil 2	Paare	15–20	Ein Zimmer gemeinsam einrichten
Packing a suitcase	21	22	–	Klasse	5–10	Personen raten
Partner puzzle	31	26	Teil 2	Paare	10–15	Ein Puzzle nach Anweisung zusammensetzen
People	74	42	Porträtfotos	Gruppen	15–25	Lebensläufe erfinden
Personalities (I)	56	35	–	Einzelarbeit	10–15	Gastvortragenden auswählen
Personalities (II)	78	44	–	Einzelarbeit, Klasse	10–30	Personen und ihren Einfluß beschreiben
Picture stories	123	62	Cartoon Strips	Paare, Einzelarbeit	15–20	Sprechblasen ausfüllen
Pink versus brown	70	41	–	Gruppen, Paare	15–25	Farbvorlieben verteidigen
PMI	90	48	–	Einzelarbeit, Paare, Klasse	10–20	Ideen evaluieren
Priorities	51	33	Teil 2	Einzelarbeit, Gruppen	15–20	Aussagen in eine Rangordnung bringen
Problem page (I)	106	55	Teil 2	Paare, Gruppen	20–30	Leserbriefe besprechen und beantworten
Problem page (II)	107	55	Teil 2	Einzelarbeit, Klasse	20–30	Leserbriefe beantworten und Antworten diskutieren

Übung	Nr.	Seite	Materialien	Organisation	Dauer	Lernziele - Aktivitäten
Qualities	49	33	–	alle Formen	10–20	Eigenschaften bewerten
Question and answer cards	47	31	Teil 2	Paare	10–15	Fragen stellen und beantworten
Question game	42	30	Teil 2	Gruppen	15–30	Fragen beantworten
Questionnaires	17	20	–	–	–	–
Rank order	48	32	Teil 2	Einzelarbeit	15–20	Aussagen in eine Rangordnung bringen
Rescue	95	51	–	Gruppen	10–20	Auswahlkriterien festlegen
Same or different?	29	25	Teil 2	Klasse, Paare	15–20	Bilder beschreiben und vergleichen
Secret topic	62	39	–	Paare, Klasse	10–20	Ein Thema diskutieren, ohne es zu benennen
Self-directed interviews	13	18	–	Paare	10–30	Fragen aufschreiben und beantworten
Shrinking story	65	40	Erzählung oder Bild	Klasse	20–30	Geschichte nacherzählen
Similar and different	12	17	–	Paare	10–20	Gemeinsamkeiten und Unterschiede besprechen
Something else	45	30	–	Einzelarbeit, Gruppen	10–20	Assoziationen beschreiben
Something for everybody	101	54	–	Gruppen, Klasse	10–20	Gemeinsame Anschaffung bzw. Unternehmung planen
Spending money	83	46	–	Einzelarbeit, Gruppen	10–25	Wünsche beschreiben
Stem sentences	7	15	Teil 2	Einzelarbeit	15–20	Sätze vervollständigen
Strip story	36	27	Text	Klasse	15–30	Text gemeinsam rekonstruieren
Swap shop	118	60	Gegenstände	Einzelarbeit	20–30	Gegenstände tauschen
Talk show	115	59	(technische Geräte)	Gruppen, Klasse	45–90	Talk Show planen und durchführen
Telephoning	113	59	Teil 2	Paare	15–20	Telefongespräche führen
Tell us a story	71	41	–	Gruppen, Klasse	20–30	Geschichte erzählen
The XY society	117	60	–	alle Formen	5–8 Std.	Club gründen und organisieren
Three adjectives	6	15	–	Einzelarbeit, Klasse	10–15	Personen raten
Town plan	34	27	Teil 2	Paare	10–15	Stadtpläne ergänzen, nach dem Weg fragen
Trademark	5	15	Folien, OHP	Einzelarbeit	15–20	Markenzeichen zeichnen und erläutern
Treasure hunt	100	53	Aufgaben	alle Formen	Tage	Aufgaben lösen
TV interview	114	59	–	Gruppen	20–30	Ein Fernsehinterview vorbereiten und im Spiel durchführen
Twenty things I'd like to do	81	45	–	Einzelarbeit	20–30	Vorlieben auflisten
Twins	30	26	Teil 2	Paare	5–10	Übereinstimmende Bilder durch Beschreiben finden
Unfinished sentences	85	46	Teil 2	Paare	10–20	Sätze vervollständigen und diskutieren
Uses and abuses	64	40	Wortlisten	Teams	10–15	Nonsensfragen schnell beantworten
Values continuum	82	45	Teil 2	Einzelarbeit, Klasse	15–20	Tabelle ausfüllen und diskutieren
Values ladder	54	34	–	Einzelarbeit	15–20	Handlungen in eine Rangordnung bringen
Values topics	88	47	Teil 2	Gruppen	30	Brettspiel spielen
Viewpoints	93	49	Teil 2	Gruppen	15–20	Rollenspiel in Gruppen vorbereiten
Weekend trip	35	27	Teil 2	Gruppen	30–45	Gemeinsam Wochenendreise planen
What are the differences?	32	26	Teil 2	Paare	5–10	Bildunterschiede herausfinden
What evidence?	72	42	Teil 2	Teams, Gruppen	20–30	Beweise für Aussagen diskutieren
What is advertised?	60	39	Werbeanzeigen	Paare	15–20	Werbeanzeigen erraten
What is it?	19	21	Teil 2	Klasse	5–15	Bilder erraten
What's in the box?	25	23	Gegenstände in Behältern	Paare	10–30	Gegenstände erraten
What would happen if ...?	41	29	Ereignisliste	Klasse	10–15	Ereignisfolgen benennen
Which job?	66	40	–	Gruppen	15–20	Berufe zuordnen und diskutieren
Word wizard	63	39	–	Einzelarbeit	10–15	Mit wenigen Worten kommunizieren

2. Grammatische Übungsinhalte

In den meisten Übungen dieses Buches wird die Beherrschung einer Anzahl grundlegender grammatischer Strukturen vorausgesetzt; daher sind hier nur solche grammatischen Phänomene aufgeführt, die in den genannten Übungen überdurchschnittlich intensiv vorkommen und geübt werden.

Adjectives:	11
Adverbials of place:	31 32 33 47 99
Adverbs:	108
Auxiliaries – could, might:	6 19 91
Comparative/superlative:	49 90
Comparison:	56 69 70 95
Conditional:	21 45 66 89 92
Future tense (will):	67
If-clauses:	41 52 57 69 70 118
-ing form:	64
Passive:	122
Past progressive:	122
Past simple:	20 40 54 58 74 78 88 121 122
Prepositions:	29 33 47
Present perfect:	88
Present progressive:	11 33
Present simple:	12 74 75 114
Simple statements:	2 5
Sachfelder: Berufe	66
Farben	11 70
Kleidung/Aussehen	11
Möbel	99

3. Lernniveau

Ab 1. Lernjahr (beg.):	1 2 10 11 56 109
Ab 2. Lernjahr (beg./int.):	8 9 24 52 79 97 108 110 121
Ab 3. oder 4. Lernjahr (int.):	3 bis 7 12 bis 15 19 bis 23 25 bis 27 29 bis 34 36 bis 39 41 bis 47 49 60 61 63 bis 68 70 bis 78 80 bis 94 98 bis 100 102 bis 106 111 112 118 119 122 123
Ab 5. Lernjahr (int./adv.):	16 35 40 48 50 51 53 55 57 bis 59 69 95 96 101 107 113 bis 117 120 125
Ab 6. Lernjahr (adv.):	28 54 62 124

B3. Redemittelliste

Nicht alle der in den Zielangaben der Übungen genannten Sprechakte sind hier aufgenommen. Es fehlen umfassende Sprechakte wie z.B. *asking for and giving information*, da sie mit einer unübersehbaren Anzahl von Sätzen verwirklicht werden können.

Zu folgenden Sprechakten werden Redemittel angegeben:

1.. *Expressing and finding out intellectual and emotional attitudes*

- 1..1.1. expressing one's opinion
- 1..1.2. asking for someone's opinion
- 1..2.1. giving reasons
- 1..2.2. asking for reasons
- 1..3. defending one's opinion
- 1..4. agreeing/supporting other people's opinions
- 1..5. disagreeing/contradicting other people's opinions
- 1..6. stating whether something is right or wrong
- 1..7. expressing certainty and uncertainty, probability and possibility
- 1..8. making comparisons
- 1..9. making conjectures
- 1..10. expressing interest or indifference
- 1..11. expressing likes and dislikes
- 1..12. stating preferences
- 1..13. praising
- 1..14. expressing intentions
- 1..15. expressing personal insights
- 1..16. expressing doubt

2.. *Getting things done*

- 2..1. asking someone to do something or not to do something
- 2..2. giving instructions
- 2..3. expressing understanding
- 2..4. asking for confirmation, giving confirmation
- 2..5. insisting
- 2..6. giving in
- 2..7. making suggestions
- 2..8. complaining

3.. *Speech acts for particular situations*

- 3..1. role play: assigning roles
- 3..2. asking the way: giving directions
- 3..3. meeting people: introducing someone
- 3..4. discussions:
 - 3..4.1. interrupting
 - 3..4.2. giving evasive answers, hesitating

Redemittel

1.. *Expressing and finding out intellectual and emotional attitudes*

- 1..1.1. expressing one's opinion
 - I think ...
 - I feel that ...
 - As far as I'm concerned ...
- 1..1.2. asking for someone's opinion
 - Do you think that ...?
 - What do you feel/think about ...?
 - Are you sure that ...?
- 1..2.1. giving reasons
 - I think ... is right because ...
 - ... That's why I feel that ...
 - ..., and so I think that ...

1.2.2. asking for reasons

Why?
Why do you think that ...?
What makes you feel that ...?

1.3. defending one's opinion

Yes, but what I really mean is ...
What I'm trying to say is ...
On the contrary, I ...
What you said is really an argument for my point of view. I feel ...

1.4. agreeing/supporting other people's opinion

Yes, that's right.
That's what I feel, too.
I think so, too.
Exactly.
I (fully) agree with you.
X put it very well.
I feel that X is right.
X raised some good points.
What X said are the most important ..., I feel.
O.K.

1.5. disagreeing/contradicting other people's opinions

I don't agree.
I don't think so.
That's not ...
You can't say that.
That's no proof.
That's not the point/question/problem ...
But surely ...
Oh no, ...

1.6. stating whether something is right or wrong

True.	Wrong.
That's right.	That isn't right.
That's it exactly.	Absolutely not.

1.7. expressing certainty and uncertainty, probability and possibility

I'm absolutely certain that ...
I'm sure that ...
There is definitely ...
There may be ...
Perhaps ...
... might ...
I'm not at all sure if ...
... could be ...
I don't think that ...
... is not very likely.
That could/may/might happen.
... is not possible.
If A happens B will come.
If B happened C would go.

1.8. making comparisons

... is/are (not) as ... as ...
... is a much more important ... than ...
... are less important than ...
There are far fewer/not as many arguments for ... as against ...
You can't compare ... with ...
You have to compare ... with ...

1.9. making conjectures

X could be a ...
Y looks like ...
I think/feel that ...
... makes me think of ...

- 1.10. expressing interest or indifference
I'm interested in ...
I'd like to know more about ...
I'd like to do something on ...
... sounds interesting.
Please tell me more about ...
I'm keen on ...
... doesn't interest me.
I don't care.
What a boring topic.
 - 1.11. expressing likes and dislikes
I love/like ...
... is great/very good/fun/fantastic.
I enjoy ...
What I like best is ...
I hate/dislike ...
What I don't like about ... is ...
I'm not at all keen on ...
 - 1.12. stating preferences
I'd rather ...
I prefer ... to ...
I'd much rather ... than ...
 - 1.13. praising
... is/are great/wonderful/fantastic/first rate/...
I've never ... a better/more interesting/... than ...
... is the best ... I know.
... is the most beautiful/... I've ever seen/...
 - 1.14. expressing intentions
I'm going to ...
When I'm twenty I'll ...
In ten years time I'll ...
I want to ...
I intend to ...
 - 1.15. expressing personal insights
I learnt that ...
It became clear/obvious that ...
I realized that ...
I found out about ...
 - 1.16. expressing doubt
I can't say if ...
I have my doubts about that.
Do you think that ...? I doubt it.
It's very doubtful whether ...
You haven't convinced me yet.
You may have a point there, but I'm still not sure ...
O.K., but ...
2. *Getting things done*
 - 2.1. asking someone to do something or not to do something
Would you please ...?
Could you ...?
Open the ..., please.
Don't ...
Stop talking ...
Never ...
 - 2.2. giving instructions
First put the ... then ...
You have to ... before you can ...
Let me show you. The ... goes in here, this ...
Hold it upright/higher/lower.
Move ... to the right/left.
 - 2.3. expressing understanding
I see.
I've got that.
O.K.
- That's clear now.
All right.
I didn't hear what you said. Could you speak up, please?
Could you say that again, please?
I didn't understand your last sentence.
Pardon?
- 2.4. asking for confirmation, giving confirmation
... Is that what you mean?
Do you want to say ...?
Did you say that ...?
You mean that ..., don't you?
You said ..., didn't you?
Do we have to fill everything in?
Yes, that's what I meant/wanted to say.
 - 2.5. insisting
I have to say that again, ...
I have to insist on ...
We must keep to the rules.
 - 2.6. giving in
All right, then.
O.K. you're right.
I take that back.
Perhaps I was a bit too ...
 - 2.7. making suggestions
What about ...?
We could ... and then ...
Let's start with ...
I suggest that each of us ...
Why don't we ...?
 - 2.8. complaining
B never says anything
He/She won't let me see that handout/...
P talks all the time.
A keeps interrupting/making silly remarks/...
You're always asking me to write things down/be your speaker/...
3. *Speech acts for particular situations*
 - 3.1. role play: assigning roles
Could you act ..., Peter?
Would you like to be ..., Peter?
Who'd like to take over the part of ...?
Which part would you like to take, Peter?
 - 3.2. asking the way: giving directions
Turn right/left at the next traffic lights.
Walk straight on for ...
It's the third street on your left/right.
Walk along Hyde Street until you come to ...
 - 3.3. meeting people: introducing someone
This is ... He's/She's ...
Sandra, I'd like you to meet ...
 - 3.4. discussions:
 - 3.4.1. interrupting
Just a minute ...
Can I butt in here?
Could you stop here for a moment?
Could I question your last point?
Before you go on let me ...
 - 3.4.2. giving evasive answers, hesitating
I'm not sure.
I wouldn't know.
Well, let me think.
I can't say.
Well, ...

C. Literaturverzeichnis

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